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ABSTRACT

Descriptive and evaluative information is provided on Rockland Community College's (RCC's) Developmental Studies Department and its Special Services Project for economically and educationally disadvantaged students. Section I describes the functions of the Developmental Studies Department, which provides courses and services to help underprepared students work at college level and to complete a degree or certificate program. The department's assessment, placement, and advisement services; college skills and English-as-a-Second-Language (ESL) courses; physical facilities; and supplemental tutorial services are detailed. Section II deals with the activities and outcomes of the Special Services Project during 1987-88, and includes information on project sites, clientele, services, staff development, coordination with the Developmental Studies Department and with other college personnel, and students' evaluation of services. Section III contains a summative evaluation of RCC's college skills and ESL classes based on student progress in reading, writing, mathematics, and general language skills. Section IV provides a comparative analysis of student gains at RCC's main campus and two other learning centers. Finally, section V presents conclusions and recommendations. The greater part of the report consists of appendixes, including an explanation of RCC's Competency Assessment Policy; a tutorial manual and forms used in the Special Services Project; and an annotated bibliography of instructional materials for the project. (JMC)

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DEVELOPMENTAL STUDIES DEPARTMENT
SPECIAL SERVICES PROJECT

ROCKLAND COMMUNITY COLLEGE
1987-1988

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PREFACE

Rockland Community College (RCC), an open access Community College, functions under the program of the State University of New York. The College is located in a suburban area 35 miles north of New York City. While Rockland County is considered one of the most affluent counties in the state there are pockets of poverty with a substantial number of Blacks and immigrants (largely Hispanic and Haitian) located within the county. The College has expressed in its mission statement its commitment to serve a wide range of clientele and to provide services necessary to meet the needs of the clientele.

The Developmental Studies Department, established as a College department in the Fall 1987, serves students in need of remedial/developmental services. More than 50% of the entering freshmen who are identified through the College's competency assessment process are enrolled in the department yearly.

The following report: (1) describes the services of the department and of the federally funded Special Services Project which provides supplemental tutorial services for the most severely financially and educationally disadvantaged students enrolled in Developmental Studies courses and (2) provides an evaluation of student progress in reading, writing, English language development and mathematics during the academic year, 1987-1988. Recommendations for program and curriculum development are also included.

DEVELOPMENTAL STUDIES DEPARTMENT

The Developmental Studies Department provides courses and services designed to prepare students lacking college-level skills to enter college courses and to complete a college degree or certificate. The department currently offers College Skills (CS) courses which help native American students develop reading, writing, mathematics, and study skills and English As A Second Language (ESL) courses which assist students whose native language is not English develop oral language, reading, writing, and study skills. The students in College Skills characterize the full range (age, sex, ethnic backgrounds, religions, social class) of clientele at the College. While the ESL enrollment continues to include some 250 students yearly from abroad, the majority of the students in ESL classes (84%) are first generation residents in Rockland County.

Individual assessment and advisement, small group and individual counseling and tutorial services are provided for students enrolled in College Skills and ESL courses and the department continues to provide counseling and tutorial services for College Skills and ESL students who move into the College mainstream as well.

Developmental courses and tutoring in specific areas such as spelling, vocabulary development, and effective listening are offered by Developmental Studies for all Rockland students who can benefit. The department also serves as a faculty development and resource center -

providing consultation with College faculty members, coordinated efforts to develop courses which include study strategies related to specific content, workshops and seminars, identification and development of resource materials,and publication of papers and materials. In addition, the Chairperson of the Developmental Studies Department is responsible for coordinating all College - wide tutorial services for disadvantaged students and for providing College supervision of the Special Services Project.*

A diversified staffing model is utilized to provide a maximum of individualized instruction to meet the diverse needs of the students. The staff includes a Chairperson, College Skills Coordinator, English As A Second Language Coordinator, 7 full time instructors, 3 full time counselors, some 28 adjunct instructors and counselors and some 12 teaching assistants in addition to one full time and one part-time clerical assistant.

ASSESSMENT, PLACEMENT, ADVISEMENT

Students are placed in College Skills or ESL as a result of English and Mathematics assessments (See Appendix A). The assessment process is designed to ensure that all students are placed into course work appropriate to their skills.

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* Title IV of the Act for Special Programs for Students from Disadvantaged Backgrounds.

Upon acceptance to the College all entering students who have not previously attended college and are planning full time enrollment are required to take the RCC English and Mathematics Placement Examinations before registering for courses. Part-time students who intend to register for initial English language courses or credit bearing mathematics courses are also required to complete the examinations. All other part-time students enrolling for less than twelve credits must also take the examinations prior to registering for their sixteenth degree credit. The English Placement Examination consists of an evaluation of reading comprehension (Comprehension Section of Descriptive Tests of Language Skills - DTLS) and a writing sample on a given topic scored holistically by trained readers. The Mathematics Placement Examination includes an in-house computation section which students are required to take and an algebra section which students are encouraged to take.

After placement into College Skills or ESL each student has a conference with Developmental Studies Department instructors and counselors for needs assessment and to determine a course of study. Students are assigned to non-credit College Skills or ESL courses until re-assessment shows that they are ready to move into mainstream courses. Some, when the appropriate skill level has been reached, may select carefully chosen credit - bearing courses while they are enrolled in College Skills or ESL. The College Skills needs assessment is conducted at specific times throughout the academic year and the summer. Students are provided a general orientation to the College and College Skills, a tour of the campus and referral to College counselors who determine financial aid eligibility and assess each student's full financial need. College Skills instructors explain the College assessment test results and the content of the various College Skills courses to which students have been assigned. Department counselors discuss with the students their vocational objectives and options and the estimated number of semesters they are likely to be in College Skills and then assist the students in selecting courses and completing the registration process.

During the English As A Second Language needs assessment process, which is scheduled during College registration periods, the students also receive orientation and referral for financial aid counseling. They participate in additional ESL in-house testing in English language development, reading and writing for placement in specific ESL courses. The ESL instructors also explain to the students the test results and the content of the courses to which students are assigned. English As A Second Language instructors and/or Developmental Studies Department counselors then discuss with students their vocational objectives and options and the estimated number of semesters they are likely to be in ESL and assist the students in selecting courses and completing the registration process.

COLLEGE SKILLS/ESL COURSES

New students enrolled in College Skills full time are placed in one of four levels of the non-credit courses, Communication Skills (CS011-014), Communication Skills Reinforcement (CS021-024), and Developmental Course II (individualized learning activities and computer assisted instruction-CAI) based on their scores on the English Placement Examination. The courses are competency based and incorporate objectives in reading, writing, critical thinking and study skills. Students also enroll in Strategies for College Success (CS031) and Understanding Human Behavior (CS032). The first course concentrates on an orientation to the nature of higher education with an emphasis on the structure at Rockland Community College and on the development of effective study skills while the second course deals with the fundamentals of psychology. Students also enroll in a counseling seminar for an additional two credit hours. Depending on their curriculum goals and current time commitments new students may or may not enroll in Mathematics Skills (CS065) for an additional four contact hours plus Developmental Course II which provides up to six hours of individualized learning activities. Exit criteria are specified for successful completion of each level of Communication Skills and each module of Mathematics Skills. As they progress through the College Skills courses students are permitted to enroll in some additional credit courses which have been approved by Department Chairpersons and Program Coordinators as appropriate at specific levels of reading and writing proficiency. Part-time students enroll in one of six levels of Communication Skills courses and counseling for a total of six contact/credit hours per semester.

Students who have met the minimum competency in reading on the English Placement Examination but have not reached the minimum competency in writing are assigned to Introduction to College Writing (CS028). Those students who have met the minimum competency in writing but have not reached the minimum competency in reading are permitted to enroll in English Composition I, (EN101) but they must also enroll concurrently in Efficient Reading (CS029). In addition to regular sections of English Composition I, the College also offers several special emphasis sections. Often after passing into the mainstream College Skills students will enroll in EN101 EGR for additional academic support and ESL students will enroll in EN101 International designed for students for whom English is a second language.

Students enrolled in Communication Skills courses take all or part (reading/writing) of the English Placement Examination at the end of each semester until they have met the minimum competencies in reading and writing required for passing into the College mainstream. A modified mastery approach incorporating mediated instruction is utilized in Mathematics Skills. Therefore, students are not required to retake the Mathematics Placement Examination but they must master at 100% proficiency each module to which they have been assigned in Mathematics Skills before being permitted to take mainstream mathematics courses. Some students may achieve scores on the Mathematics Placement Examination which will permit them to enroll in Elementary Algebra for College Students (MA101) with supplementary College Skills modules in Algebra Reinforcement (CS049) as well.

New students assigned to ESL courses full time may be placed in one of seven levels of the course, English for Speakers of Other Languages, based on their scores on various instruments including the English Language Institute Test. The course incorporates objectives in speaking, listening, reading and writing. A full program of study consists of a maximum of 18 hours which includes a reinforcement module incorporating individualized and small group activities as well as computer assisted instruction and counseling.
Students also enroll in various approved bilingual courses and others taught in English while taking ESL courses. Part-time students enroll in one of seven levels of ESL courses for a total of six contact hours per semester.

PHYSICAL FACILITIES

College Skills and English As A Second Language courses are offered at the College's main campus in Suffern and at two Local Learning Centers in Haverstraw and Spring Valley. The majority of the students served in Haverstraw are of Hispanic backgrounds while those enrolled at the Spring Valley campus are largely Haitian. The Haverstraw Center located at 35-37 Main Street is in downtown Haverstraw while the Spring Valley Center is in a former elementary school at 185 North Main Street, just a few blocks from the downtown area.

Space is designated on Main Campus and at the two Centers for faculty and staff offices, classrooms and areas for individualized learning activities and CAI tutorials. On Main Campus individualized learning activities are provided in the Individualized Learning Activities Center and CAI tutorials are provided in the Computer Assisted Instruction Laboratory. Both the Haverstraw and Spring Valley Center have a Student Development Center which serves to support individualized learning activities and CAI tutorials.

SUPPLEMENTAL TUTORIAL SERVICES

While small group and individualized tutoring and CAI tutorials are provided for students enrolled in College Skills and English As A Second Language courses College resources are limited and are supplemented by funding provided through the Vocational Educational Act (VEA), Educational Opportunity Program (EOP) and the Special Services Project (SSP). Special Services Project funding is designed to assist those students assigned to College Skills who are low income, first generation college students and who are the most severely educationally disadvantaged or who have the most severely limited English speaking ability among the CS/ESL student population but who have the academic potential to graduate from college.

Monies from the VEA Disadvantaged grant focus on services for disadvantaged students enrolled in College Skills or ESL courses to enable them to be successful in occupational education programs. Educational Opportunity Program funds provide educationally related support services and financial assistance to those students whose educational and economic circumstances have limited their post secondary education opportunity.

SPECIAL SERVICES PROJECT 1987-1988

The Special Services Project provides supplemental tutoring for 200 of the more than 2000 students enrolled in College Skills and English As Second Language courses who meet the Project's eligibility criteria.* and who have the greatest educational need based on assessment test scores and placement levels in College Skills and ESL courses. These 200 students represent the highest risk group in the College and are assumed to be those most likely to show poor achievement and high drop out rates. Therefore, the Special Services Project was designed to meet the following objectives:

1. 75-85% of the project students will remain in good standing at the College.
2. 60% of the project students will receive an associate degree or certificate or will transfer to another institution to complete their college degree.

SPECIAL SERVICES PROJECT SITES

In the academic year, 1987-1988, the Special Services Project served 200 students enrolled in College Skills and

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* Amendment to Section 04 subpart 4 of part A of Title IV of the Act for Special Programs for Students from Disadvantaged Backgrounds. Federal Register, Vol. 47, No. 42, Wednesday, March 3, 1982 Rules and Regulations.

ESL courses at the Main Campus (day/evening) and at the Local Learning Center in Haverstraw (day/evening) and Spring Valley (evening).

Main Campus Project tutorial facilities are in the Lester E. Rounds Instructional Technology Center in the Library Media Center. Other activities in this central location include the Pass Tutoring Program, the Mediated Mastery Instructional System and the Computer Assisted Instruction Laboratory. The project office which provides space for the Project Director and the Assistant to the Project Director as well as project files is located within the Center. A private cubicle for use by project tutors is located nearby. Several large storage cabinets are utilized to store instructional supplies (texts, workbooks, taped delivery systems, worksheets) for use by project students and tutors. Individualized and small group tutorial sessions took place within the Center and CAI sessions were conducted in the Computer Assisted Instruction Laboratory where 30 microcomputers are available for student use.

Tutorial services and CAI tutorials were offered in the Student Development Center in Spring Valley. An extensive storage area for instructional materials as well as office space for project tutors is provided in the Center. Six microcomputers are available for student use. At the Haverstraw Local Learning Center tutorial services also were offered in the Student Development Center. Again, instructional materials and six microcomputers are available for student use.

CLIENTELE

Of the 200 students in the project all were first generation college students. A total of 133 of the students were both economically disadvantaged with deprived educational backgrounds or limited English language ability and 67 were identified as having deprived educational backgrounds or limited English language ability.

Participants selected for the project on the basis of deprived educational background consisted of: (1) those students from College Skills courses who scored the lowest on the RCC English Placement Examination and/or the Mathematics Placement Examination and (2) those students who were initially identified as Special Services Project eligible while enrolled in College Skills and passed into the mainstream English Composition I EGR or Elementary Algebra for College Students courses.

Participants selected for the project on the basis of limited English speaking ability consisted of: (1) those students from the ESL courses who scored the lowest on the RCC English Placement Examination and/or the Mathematics Placement Examination and (2) those students who were initially identified as Special Services Project eligible while enrolled in English As A Second Language and passed into the mainstream English Composition I International and/or Elementary Algebra for College Students courses.

A total of 63 of the students were enrolled in College Skills courses and 137 were enrolled in ESL courses (Main 61; Haverstraw 56 ; Spring Valley 20).

There were 68 (34%) males and 132 (66%) females. The group included 2 American Indian/Alaska Natives (1.5%), 24 Asian/Pacific Islanders (12%), 84 Blacks (42%), 69 Hispanics (34.5%), and 21 Whites other than Hispanic (10.5%). The ages of the total group ranged from 17 to 81 . (mean =28.26). The median age of the group was 25.0 . The English As A Second Language group's mean age was 31.0 (Median age = 24.0) and the College Skills group's mean age was 25.0 (median age = 21.0).

SERVICES

Students were recommended for the Special Services Project tutoring by College Skills and ESL instructors and selected for the project by the Project Director. Although the instructors provided the basic prescription for tutorial services (reading, writing, study skills, English language skills, mathematics) the project tutors diagnosed the specific needs for additional individualized support for each participant. The support services included:

(1) A minimum of one hour per week of tutoring (individualized or small group) for each project participant enrolled in College Skills, English As A Second Language, mainstream English or

mathematics courses.

(2) A minimum of two hours per week of computer assisted instruction for practice and drill for each project participant enrolled in College Skills, English As A Second Language, mainstream English or mathematics courses.

Tutorial forms including diagnostic, prescriptive and evaluation information were maintained for each project participant. The tutorial forms were filed in the project office. Periodic review of progress was made by the Project Director, and completion of the tutorial prescription was considered the student's responsibility. Needs assessment was continuous with checkpoints built in to insure review of the prescription and revision when necessary (See Appendix B).

The tutors and project students together developed a semester workplan which specified the objectives to be met, the means by which the objectives would be accomplished and procedures for evaluating progress. The tutors kept the instructors informed of student progress, both on an informal basis and through written mid-term evaluations.

Students used a variety of instructional materials purchased through project funds: texts, workbooks, readers, worksheets, math manipulative and language tapes as well as CAI software for reading comprehension, grammar, speed reading, vocabulary development, logic and critical thinking.

Students also learned basic word processing and then utilized the word processor to complete tutorial and in class writing assignments.

STAFF DEVELOPMENT

New project staff members attended preservice training workshops prior to the beginning of tutoring in the Fall Semester, 1987 and in January, 1988, prior to the beginning of spring tutoring. New project staff members received a copy of the Special Services Project Tutorial Manual and Project Taxonomy of Materials. Topics covered in pre-service training included: (See Appendix C and D)

1. Project design
2. Nature of the clientele
3. Philosophy and rationale of the project
4. Roles and responsibilities of the staff
5. Needs Assessment and placement
6. Assessment and diagnostic instruments
7. Tutorial Forms
8. Instructional Materials
9. Cognitive styles and affective characteristics of clientele
10. Formal and informal diagnosis
11. Integration of study skills and content areas
12. Fostering cultural pluralism

The workshops were conducted by the Project Director. Consultants from inside the College (Instructors of College

Skills, English As A Second Language, English and Mathematics) were also engaged to deliver presentations.

Weekly training sessions for the tutorial staff dealt with needs and issues which were identified during pre-service training and throughout the course of the project. Some of the topics covered during recent sessions include:

1) Fostering students' metacognitive skills
2) Computer Assisted Instruction and word processing
3) The effect of cultural differences on the ESL tutoring environment
4) Strategies for allaying students' test anxiety
5) Tutoring the student with a physical/learning disability

Several weekly training sessions were devoted to tutors' sharing of ideas and strategies for use in project tutoring. Tutors delivered a mini-presentation of the instructional strategy using appropriate materials. Tutors then discussed application of the strategy to individual students.

All project staff members were encouraged to attend College-sponsored faculty development workshops in January and June. In June of 1988, the Project Director and several project tutors attended several College workshops dealing with Developmental Studies, ESL specifically and disabled students.

The Project Director attended the National Association of

Developmental Education annual conference and the New York College Learning Skills Association conference in order to share information and gain new information. Information and materials gathered from the conferences were shared with project tutors during weekly meetings. The Project Director also attended a U.S. Department of Education Training Session for Special Services Personnel which dealt with student retention. In June of 1988, the Project Director was a co-presenter (with the Director of the College Writing Center) of a workshop dealing with metacognitive strategies and content-area reading comprehension.

ARTICULATION WITH COLLEGE PERSONNEL

The Project Director had regular and on going contact with the Developmental Studies Department. She met regularly with the Chairperson of the Department, who provides direct College supervision of the project, to discuss administrative and curriculum issues. The Director participated in Developmental Studies Department Staff Meetings and met with the Coordinators of College Skills and ESL to establish overall tutorial objectives and procedures. The Director and project tutors also met regularly with the instructors of project students in order to establish specific tutorial objectives and to obtain prescriptions for tutorial activities.

The Director also met on numerous occasions with various College personnel such as the Project Officer, Director of Administrative Services, Director of Plant Facilities, Director of Institutional Research, Director of Financial Aid, Director of the Educational Opportunity Program (EOP), and the Coordinators of the Local Learning Centers in Haverstraw and Spring Valley.

STUDENT EVALUATION OF SERVICES

In order to evaluate Special Services Project tutorial services a student survey form was prepared in Fall of 1987, with the assistance of Dean Laura Harckham of the R.C.C. Office of Instructional and Community Services. The questions were designed so that they would be readily understood by the students (even Non-English proficient) as well as elicit necessary data. On a pilot basis, the surveys were administered to 100 students during the final two weeks of the Spring 1988 semester. Forms were distributed to students in the Special Services Project office after individual tutoring sessions. The questions were answered anonymously, thereby encouraging honest responses to the survey.

Survey results were overwhelmingly positive; indeed, data indicates that 100% of the students surveyed felt that the tutor was helpful and gave them work that they needed. In addition, 97% of the students indicated that they could write and/or read better because of the tutoring. When responding to the question, "What was most helpful in improving your reading and writing" many students specifically mentioned the tutor in their responses. Student responses included comments such as, "she helps me understand my errors," "she is a good teacher and she speaks well and explains well too," "the tutor was patient going over the material," "she gave me work that was interesting," and "she cares about my progress."

When students were asked to provided recommendations for improving the tutoring, the only "suggestion" indicated was that further tutoring time would be beneficial.

SUMMATIVE EVALUATION

COLLEGE SKILLS

The achievement of students enrolled in College Skills courses in the areas of reading, writing and mathematics during the 1987-1988 academic year will be described in this section.

READING

Students' performance in reading was assessed in both the Fall and the Spring semesters on the Descriptive Tests of Language Skills (DTLS). The DTLS serves as the reading assessment instrument for all students entering Rockland Community College.

The DTLS results for the Fall semester, 1987 are summarized in Table 1. During the Fall semester all sub-groups of College Skills except level CS 013 made statistically significant gains in reading. Table 2 shows the results for Spring 1988. Sub-group CS012 and CS014 did not show significant gains, but the other three levels of College Skills did show gains in reading. (CS 012 approaches significance, but the small number of students requires a larger gain in order to achieve statistical significance). Table 3 combines students in Fall and Spring. With the larger numbers in each of the sub groups, all levels of College Skills made statistically significant gains in reading during the academic year, 1987-88. Of note in this table is that students in CS 014 and CS 029 (the highest levels of College Skills) achieved mean post-test scores which exceeded the College cut - off of scaled score, 11. And the mean post-test score for all College Skills students (N=251) for the academic year approaches the college cut off score ($\bar{X}$=10.22).

TABLE 1

DTLS PRE TO POST-TEST SCORES
FOR COLLEGE SKILLS STUDENTS
BY LEVEL - FALL 1987

	Pre - Test			Post - Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
CS 012	13	2.08	1.12	5.85	4.26	3.13	$p < .01$
CS 013	15	4.60	2.97	5.80	3.45	1.28	NS
CS 014	18	6.06	1.73	13.11	2.08	14.45	$p < .001$
CS 029	59	8.46	1.81	12.44	4.25	7.40	$p < .001$
CS 071	32	4.97	2.44	6.69	3.61	2.22	$p < .05$

TABLE 2

DTLS PRE TO POST-TEST SCORES
FOR COLLEGE SKILLS STUDENTS
BY LEVEL - SPRING 1988

	Pre-Test			Post-Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
CS 012	6	2.00	1.10	6.83	5.53	2.37	NS
CS 013	20	4.55	2.01	8.15	4.64	3.77	$p < .001$
CS 014	23	9.43	4.52	10.26	4.36	1.05	NS
CS 029	44	9.02	1.50	13.39	3.21	9.05	$p < .001$
CS 071	17	5.71	2.66	9.24	5.61	2.59	$p < .02$

TABLE 3

DTLS PRE TO POST-TEST SCORES
FOR COLLEGE SKILLS STUDENTS
BY LEVEL - FALL 1987 AND SPRING 1988

	Pre-Test			Post-Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
CS 012	19	2.05	1.08	6.16	4.56	4.02	$p < .001$
CS 013	37	4.62	2.40	7.14	4.16	3.79	$p < .001$
CS 014	41	7.95	3.92	11.51	3.79	5.17	$p < .001$
CS 029	105	8.70	1.69	12.78	3.86	11.05	$p < .001$
CS 071	49	5.22	2.52	7.57	4.52	3.38	$p < .001$
CS ALL	251	6.80	3.23	10.22	4.84	12.82	$p < .001$

WRITING

Students' writing competency was assessed through the writing sample which is part of the English Placement Examination. This test, administered to all incoming students at Rockland Community College, served as both a pre-test and as a placement indicator (as do DTLS scores) for students.

Writing samples were scored holistically by a team of trained readers. Each essay was scored twice, independently and the sum of the two scores is the student's writing score. Native English speaking students whose scores fall below the minimum competency level established by the College (score = 6) were assigned to College Skills courses. Students' post-tests produced at the end of the semester were scored similarly and in blind readings with essays from new incoming students. The results in writing for the component sub-groups in College Skills are reported in Table 4 for the Fall semester, Table 5 for the Spring semester and Table 6 for the combined Fall and Spring semesters.

In Fall 1987, students in CS 012 (the lowest level of full time Skills students) and in CS 028 (the writing course) demonstrated statistically significant gains in writing. In Spring 1988, students at all levels showed statistically significant gains with CS014 students earning a mean post-test score above the College minimum competency level. The combined totals for the academic year(Table 6) show all

Skills students posting statistically significant gains in writing with the exception of CS 071 (the evening part-time students).

The writing test results demonstrate that the College Skills population was in need of basic writing skills instruction and that the results of that instruction were beneficial and did result in improved writing skills.

TABLE 4

WRITING PRE TO POST-TEST SCORES FOR COLLEGE SKILLS STUDENTS BY LEVEL - FALL 1987

	Pre - Test			Post - Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
CS 012	13	3.23	1.24	4.46	1.39	2.89	$p < .02$
CS 013	15	4.60	1.06	4.33	1.29	1.17	NS
CS 014	18	5.89	.47	6.11	.83	1.00	NS
CS 028	7	4.00	.00	5.71	.76	6.00	$p < .001$
CS 071	32	4.75	1.32	4.75	1.48	.00	NS

TABLE 5

WRITING PRE TO POST-TEST SCORES FOR COLLEGE SKILLS STUDENTS BY LEVEL - SPRING 1988

	Pre-Test			Post-Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
CS 12	6	3.33	.82	4.50	1.23	3.80	$p < .02$
CS 13	20	4.30	.92	5.80	1.28	5.43	$p < .001$
CS 14	23	5.00	1.35	6.39	1.50	4.20	$p < .001$
CS 28	00						
CS 71	17	4.65	1.06	5.29	1.21	2.86	$p < .02$

TABLE 6

WRITING PRE TO POST-TEST SCORES
FOR COLLEGE SKILLS STUDENTS
BY LEVEL - FALL 1987 AND SPRING 1988

		Pre-Test		Post-Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
CS 012	19	3.26	1.10	4.47	1.31	4.01	$p < .001$
CS 013	37	4.41	.96	5.11	1.45	3.12	$p < .01$
CS 014	41	5.39	1.14	6.27	1.25	3.87	$p < .001$
CS 028	7	4.00	.00	5.71	.76	6.00	$p < .001$
CS 071	49	4.71	1.23	4.94	1.41	1.32	NS
CS ALL	153	4.61	1.26	5.31	1.47	6.44	$p < .001$

MATHEMATICS

Students whose Mathematics Placement Examination scores indicated that they had not yet reached the level established as an indication of competency were assigned to Mathematics Skills CS065. This course has been designed for students with remedial and developmental skill needs in mathematics and operates on a highly individualized basis. Students are assigned work in specific modules based on their diagnosed areas of need. Their progress is carefully monitored and their final grades reflect the degree to which they have mastered the content. In order to receive a P (pass) grade, a student has to complete the modules assigned and to achieve 100% accuracy on the tests associated with each module. An IP (in progress) grade was assigned to those students who had made significant progress in their work and were close to completing their assigned modules. Students who had not demonstrated sustained work and therefore not made satisfactory progress were assigned a U (unsatisfactory) grade.

Table 7 contains the results of the Fall semester, 1987 and Table 8 contains the results of the Spring semester, 1988. The levels of P and IP grades combined are similar to those for prior years (range 82-85% Fall semesters, 79% Spring semesters). The current year figures are 84% Fall, 1987, 80% Spring, 1988. The evening students present a somewhat different picture. The combined P/IP grades are 62% for Fall 1987 and 73% for Spring 1988; consequently the failure rate for the academic year, 1987-1988 for the evening group is 33%, nearly double that of the day groups. Unlike the day students assigned to Mathematics Skills who are required to enroll in a specific section which has designated meeting times, students in the evening section were allowed to attend the Mathematics Individualized Learning Center whenever they wished and whenever space was available rather than being assigned to attend at designated times.

It would appear that without this built in commitment to the class and without the accountability factor that is inherent in regularly scheduled class meetings, many students (approximately one-third) did not maintain the motivation necessary to make sufficient progress to warrant a satisfactory grade. There can be no question that the decision to change procedures from those which apply for day students was ill-advised. Students who have difficulties with math cannot be expected to become self motivated by fiat; our past evaluations of Mathematics Skills have demonstrated this fact amply and resulted in the set of procedures currently in place for day students.

TABLE 7

NUMBER AND PERCENTAGES OF STUDENTS RECEIVING GRADES IN MATHEMATICS SKILLS CS 065, FALL 1987

		P		IP		U	
Group	N	N	%	N	%	N	%
Day	176	115	65.34	33	18.75	28	15.91
Evening	26	3	11.54	13	50.00	10	38.46

TABLE 8

NUMBER AND PERCENTAGE OF STUDENTS RECEIVING GRADES IN MATHEMATICS CS 065 - SPRING 1988

		P		IP		U	
GROUP	N	N	%	N	%	N	%
Day	131	73	55.73	32	24.43	26	19.85
Evening	22	4	18.18	12	54.55	6	27.27

ENGLISH AS A SECOND LANGUAGE

Many of the students who require remedial and developmental instruction are those for whom English is a non-native language. This instruction which includes practice in oral and written English is carried out on the Main Campus of Rockland Community College and at two off campus Learning Centers, Spring Valley and Haverstraw. Because the curricula, amount of instruction and methodologies vary greatly from site to site, each Center's results are treated separately in the data.

Students' placements in sections of classes and subsequent instructional emphases are determined by performance on the English Placement Examination (scores on a writing sample and scores on the DTLS), the English Language Institute Test and by personal interview.

READING

Tables 9-12 show the results of reading test scores for Fall 1987, Fall and Spring continuing students, Spring 1988, and summary of all ESL students, Fall and Spring - continuing and non-continuing respectively. In every instance, pre to post - test gains are statistically significant clearly demonstrating that there is growth in reading skills for ESL students at all levels and at all sites.

Table 9

DTLS PRE TO POST-TEST SCORES FOR ESL STUDENTS BY LEARNING CENTER - FALL 1987

		Pre - Test		Post - Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	168	4.14	3.78	6.88	5.07	7.59	$p < .001$
Spring valley	68	3.79	3.30	5.32	4.28	3.41	$p < .001$
Haverstaw	34	2.35	2.23	3.44	3.17	2.41	$p < .05$

TABLE 10

DTLS PRE TO POST-TEST SCORES FOR ESL STUDENTS CONTINUING FROM FALL 1987 TO SPRING 1988

		Pre - Test		Post - Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	75	6.80	4.70	9.63	4.80	4.66	$p < .001$

TABLE 11

DTLS PRE TO POST-TEST SCORES FOR ESL STUDENTS BY LEARNING CENTER-SPRING 1988

	Pre - Test			Post - Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	89	5.34	4.55	7.44	4.79	4.35	$p < .001$
Spring Valley	96	2.78	2.51	5.38	4.73	6.93	$p < .001$
Haverstraw	46	2.96	2.73	4.07	3.01	3.08	$p < .01$

TABLE 12

DTLS PRE TO POST-TEST SCORES FOR ESL STUDENTS BY LEARNING CENTER FALL 1987 AND SPRING 1988

	Pre - Test			Post - Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	332	5.06	4.16	7.65	5.04	9.87	$p < .001$
Spring Valley	164	3.20	2.90	5.35	4.53	7.43	$p < .001$
Haverstraw	80	2.70	2.53	3.80	3.08	3.92	$p < .001$
All	576	4.20	3.78	6.46	4.89	12.72	$p < .001$

WRITING

Tables 13-16 show the results of writing test scores for students in Fall 1987, Fall and Spring continuing, Spring 1988, in all semesters, continuing and non-continuing respectively. Growth in writing is demonstrated by statistically significant gains by students at Main Campus and Spring Valley for each semester and for the year. Only students at Haverstraw did not achieve significant growth in writing skills. It is important to bear in mind that the population served by ESL varies at each of the Learning Centers. It has been documented by prior years' evaluations and substantiated by this year's analysis that students at the Haverstraw Center enter ESL with lower writing scores indicative of their lower level skills and proficiency with the English language. Many students are barely literate in their native tongue. These students are the most difficult to teach English and have the most difficulty learning to read and write English. Their growth and development in English language skills is much slower and their involvement with ESL will continue much longer. The fact that Haverstraw students showed gains in reading is probably attributable to greater curricular emphasis on reading instruction and to the fact that generally growth and development in reading skills precede growth and development in writing skills.

The data demonstrate that there has been growth in reading and writing skills for ESL students. The data also show that one or two semesters of instruction in ESL is probably insufficient for most students to meet the College's minimum competency level in reading and writing.

TABLE 13

WRITING PRE TO POST-TEST SCORES FOR ESL STUDENTS BY LEARNING CENTER - FALL 1987

		Pre - Test		Post - Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	170	3.72	1.23	4.32	1.26	7.14	$p < .001$
Spring Valley	66	3.70	1.08	4.11	1.10	3.58	$p < .001$
Haverstraw	15	2.80	.94	2.93	1.16	.46	NS

TABLE 14

WRITING PRE TO POST-TEST SCORES FOR ESL STUDENTS CONTINUING FROM FALL 1987 TO SPRING 1988

		Pre - Test		Post - Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	75	4.03	.92	4.67	1.43	3.71	$p < .001$

TABLE 15

WRITING PRE TO POST-TEST SCORES FOR ESL STUDENTS BY LEARNING CENTER - SPRING 1988

	Pre - Test			Post - Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	89	3.53	1.10	4.34	1.21	6.77	$p < .001$
Spring Valley	92	3.40	1.04	3.88	1.39	4.19	$p < .001$
Haverstraw	78	3.07	1.27	3.25	1.38	1.22	NS

TABLE 16

WRITING PRE TO POST-TEST SCORES FOR ESL STUDENTS BY LEARNING CENTER FALL 1987 AND SPRING 1988

	Pre - Test			Post - Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	334	3.74	1.14	4.40	1.29	10.09	$p < .001$
Spring Valley	198	3.53	1.06	3.97	1.28	5.51	$p < .001$
Haverstraw	43	2.98	1.17	3.14	1.30	1.19	NS
All	535	3.61	1.14	4.17	1.34	11.38	$p < .001$

GENERAL LANGUAGE SKILLS

Students in ESL also take the English Language Institute Test which includes measures of general language usage, grammar, syntax, idiom and aural skills. Tables 17-20 show the results of this test for students in Fall 1987, Fall and Spring continuing, Spring 1988 and all students for all semesters. In all instances the gains in language skills were significant except for those students who continued in the courses for two semesters. In both instances, numbers are small which mitigates against statistically significant gains, but the data from Main Campus are unexplainable. The much smaller number of students at Main Campus for whom there were pre and post test scores on this test suggests that this group of 12 is not representative of the continuing student population at Main Campus.

The data on these tables showing scores on general language usage most graphically point out the differences between the language skills of students at Haverstraw and those of other ESL students. In no instance do the mean post-instruction scores of Haverstraw students reach the level of the mean pre-instruction scores of students at Main Campus or Spring Valley. It seems logical to suggest that curricular modifications designed to improve the effectiveness of ESL instruction at Haverstraw is needed.

TABLE 17

ENGLISH LANGUAGE INSTITUTE TEST SCORES FOR ESL STUDENTS BY LEARNING CENTER - FALL 1987

		Pre - Test		Post - Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	97	35.44	10.17	39.75	8.79	5.94	$p < .001$
Spring Valley	117	29.51	12.63	35.70	10.73	10.21	$p < .001$
Haverstraw	73	18.53	11.43	22.82	10.20	5.14	$p < .001$

TABLE 18

ENGLISH LANGUAGE INSTITUTE PRE TO POST-TEST SCORES FOR ESL STUDENTS BY LEARNING CENTER CONTINUING FROM FALL 1987 TO SPRING 1988

		Pre - Test		Post - Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	12	37.75	6.84	37.75	10.18	.00	NS
Haverstraw	2	5.00	2.83	10.00	4.24	1.00	NS

TABLE 19

ENGLISH LANGUAGE INSTITUTE PRE TO POST-TEST SCORES FOR ESL STUDENTS BY LEARNING CENTER SPRING 1988

		Pre - Test		Post - Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	71	32.35	10.85	37.96	7.93	8.07	$p < .001$
Spring Valley	98	34.62	10.66	37.97	9.58	7.12	$p < .001$
Haverstraw	50	22.72	10.53	26.88	9.79	5.64	$P < .001$

TABLE 20

ENGLISH LANGUAGE INSTITUTE PRE TO POST-TEST SCORES FOR ESL STUDENTS BY LEARNING CENTER - FALL 1987 AND SPRING 1988

		Pre - Test		Post - Test			
Group	N	$\bar{X}$	SD	$\bar{X}$	SD	t	
Main	180	34.38	10.36	38.91	8.56	8.71	$p < .001$
Spring Valley	215	31.84	12.02	36.73	10.26	12.11	$p < .001$
Haverstraw	125	19.99	11.29	24.24	10.28	7.45	$p < .001$
All	520	29.87	12.62	34.48	11.32	16.42	$p < .001$

COMPARATIVE ANALYSIS

The Developmental Studies Department encompasses several different programs conducted at the Main Campus of Rockland Community College and two other learning centers, Spring Valley and Haverstraw. We have hypothesized that the population served by English as a Second Language, College Skills, the Special Services Project, and the three different sites for which ESL is provided are different. Although our research over the years has shown that there is growth in reading, writing and general language skills within all programs and across all sites, it has also shown that this growth varies by program and by site. However, it has been difficult in the past to compare programs and sites because of large differences in entering levels of skills for these different groups. This year, in an effort to document the differences in groups we performed several analyses of covariance on the data.

An analysis of covariance is a statistical test which analyzes the sources of variation among groups on a single variable. For instance, if one were analyzing differences among groups on writing skills, post-test writing scores would be the variable under study. Because the groups vary initially on writing skills, that is before instruction occurs, pre-test writing scores are utilized as the covariate. To explain as simply as possible, the effect of the differences in entering levels is removed statistically by adjusting the post-test means of the various groups. In effect, this statistical manipulation results in post-test means being adjusted downward for those groups entering with the highest levels of skills and conversely results in post-test means being adjusted upward for those groups entering with the lowest levels of skills. The overall result is to compensate for the differences in entering levels of skills on the variable under study to determine if there remain differences in post-test scores between groups. If such differences do exist, they can then be attributed to one or more of the possible sources of variation in one analysis.

Table 21 shows a 2X3 analysis of covariance for ESL on post-test writing scores with pre-test writing scores the covariate. There are six cells (groups) in the analysis: Main Campus-Special Services, Main Campus-Non-Special Services, Spring Valley- Special Services, Spring Valley-Non-Special Services, Haverstraw Special Services, Haverstraw Non-Special Services. In other words 2 conditions (Special Services, Non-Special Services) and 3 sites (Main, Spring Valley, Haverstraw). In addition, the table has totals for columns (sites) and totals for rows (conditions) and a grand mean, or average for the entire population. In the table the numbers are means or averages of the post-test scores for each cell; the numbers in parentheses are the number of subjects in the cell. From this table we can see that non-Special Services students on Main Campus achieved a post-test mean of 4.50 in writing; their counterparts at Spring Valley achieved a 4.14 mean score and at Haverstraw the group achieved a 3.14 score. Similarly for Special Services students, Main Campus students had a mean score of 4.01, Spring Valley students a 3.45 and Haverstraw students a 3.14.

These mean scores are the unadjusted mean post-test writing scores for each of these six groups. The second part of the table describes the results of the analysis of covariance. In this part of the table the sources of variation are listed at the left. The sources under investigation are the main effects - Special Services vs. no Special Services and sites. In this analysis both main effects are statistically significant.

There were statistically significant differences in the post-test writing scores of Special Services students ($\bar{X}$=3.70, n=126) and non-Special Services students ($\bar{X}$=4.32, n=409) after these scores were adjusted for entering levels of writing skills. This fact suggests that effects of the additional services provided as part of the Special Services Project did not have the desired result. Even after instruction, students in Special Services did not perform at comparable levels to non-Special Services students in writing skills. Similarly, there were statistically significant differences between post-test writing scores of students at the Main Campus ($\bar{X}$=4.40, n=334) Spring Valley ($\bar{X}$=3.97, n=158) and Haverstraw ($\bar{X}$=3.14, n=43) Centers. The differences in post-test writing scores at the Centers suggests that there are differences in the student populations served and/or differences in the instructional services provided at the different Centers. There were no significant interaction effects meaning that the variations between the six cells do not reach statistical significance individually (although this effect does approach statistical significance). Finally, the covariate was statistically significant which means that the pre-test scores do vary significantly from the post-test scores demonstrating that all students had gains in writing scores from pre to post tests.

TABLE 21

2X3 ANALYSIS OF COVARIANCE FOR ESL/SPECIAL SERVICES BY SITE OF POST-TEST WRITING WITH PRE-TEST WRITING AS COVARIATE

CELL MEANS

SSP	SITE MAIN	SPRING VALLEY	HAVERSTRAW	TOTAL ROWS
No	4.50	4.14	3.14	4.32
(n)	(267)	(120)	(22)	(409)
Yes	4.01	3.45	3.14	3.70
(n)	(67)	(38)	(21)	(126)
Total Columns	4.40 (334)	3.97 (58)	3.14 (43)	4.17 (535)

ANALYSIS OF VARIANCE

SOURCE OF VARIATION	SUM of SQUARES	DF	MEAN SQUARE	F	SIGNIF.
Main Effects					
SSP/No SSP	9.551	1	9.551	8.584	.004
Sites	21.080	2	10.540	9.473	.000
Interactions-2 way					
Site X SSP status	3.229	2	1.614	1.451	NS
Covariate					
Pre Writing	326.540	1	326.540	293.47	.000

Table 22 reports the results of a 2X3 analysis of covariance for ESL on post-test DTLS scores with pre-test DTLS as a covariate. Examination of the cell means for columns and rows in combination with the part of the table dealing with sources of variation shows that only the main effect which deals with sites and the covariate effect are statistically significant. Thus as with the writing scores, all students gained from pre to post tests, but the gains differed for each of the three sites. The main effect of Special Services vs. no Special Services was not statistically significant (although it does approach statistical significance) suggesting that the additional services provided by the Special Services Project were having the desired effect of making the Special Services Project students more like their non-project counter parts.

TABLE 22

2X3 ANALYSIS OF COVARIANCE FOR ESL/SPECIAL SERVICES BY SITE OF POST-TEST DTLS WITH PRE-TEST DTLS AS COVARIATE

CELL MEANS

SSP	SITE			
	MAIN	SPRING VALLEY	HAVERSTRAW	TOTAL ROWS
No	7.84	5.90	4.17	7.01
(n)	(266)	(124)	(30)	(420)
Yes	6.86	3.65	3.58	4.99
(n)	(66)	(40)	(50)	(156)
Total	7.65	5.35	3.80	6.46
Columns	(332)	(164)	(80)	(576)

ANALYSIS OF VARIANCE

SOURCE OF VARIATION	SUM of SQUARES	DF	MEAN SQUARE	F	SIGNIF.
Main Effects					
SSP/No SSP	53.98	1	53.98	3.33	NS
Sites	278.71	2	139.35	8.58	.001
Interactions-2 way					
Site X SSP status	31.38	2	15.69	.966	NS
Covariate					
Pre DTLS	4054.16	1	4054.16	249.68	.000

The 2X3 analysis of covariance for ESL on post-test English Language Institute Test scores with pre test ESL test scores as covariate in Table 23 shows the same pattern of gain for general language scores as for reading test scores. The significant covariate variance shows gains for all students in general language development. And the significant variance attributable to the main effect sites indicates differential growth in language skills at the three sites.

TABLE 23

2X3 ANALYSIS OF COVARIANCE FOR ESL/SPECIAL SERVICES BY SITE OF POST-TEST ELI WITH PRE-TEST ELI AS COVARIATE

CELL MEANS

SSP	SITE MAIN	SPRING VALLEY	HAVERSTRAW	TOTAL ROWS
No	38.84	37.44	22.90	35.88
(n)	(128)	(165)	(49)	(342)
Yes	39.08	34.40	25.11	31.80
(n)	(52)	(50)	(76)	(178)
Total Columns	38.91 (180)	36.73 (215)	24.24 (125)	34.48 (520)

ANALYSIS OF VARIANCE

SOURCE OF VARIATION	SUM of SQUARES	DF	MEAN SQUARE	F	SIGNIF.
Main Effects					
SSP/No SSP	.008	1	.008	.00	NS
Sites	1298.77	2	649.38	21.41	.000
Interactions-2way					
Site X SSP status	100.73	2	50.37	1.66	NS
Covariate					
Pre ELI	49410.26	1	49410.26	1628.61	.000

The next two analyses were performed on College Skills students. Table 24 reports the results of a one-way analysis of covariance for College Skills students on post-test writing scores with pre-test writing scores as the covariate and Table 25 reports the results of a one-way analysis of covariance for College Skills students on post-test DTLS scores with pre-test DTLS scores as the covariate. In these two analyses the only main effect is the students' project status, that is whether students were or were not receiving additional services through the Special Services Project. College Skills students showed gains in both writing and reading (in both tables, the effect of the covariate is statistically significant) but the main effect of project status was not statistically significant. Thus when the post-test means are statistically adjusted for the fact that project students had lower writing levels and thus were more in need of additional services, there were no statistically significant differences between the post-test scores of project and non project students.

This analysis suggests that for College Skills students the additional services provided through the Special Services Project are having the desired effect of making them more like their non-project counterparts in terms of reading and writing skills.

TABLE 24

ONE-WAY ANALYSIS OF COVARIANCE FOR COLLEGE SKILLS ON POST-TEST WRITING WITH PRE-TEST WRITING AS COVARIATE

CELL MEANS

SSP	SITE MAIN
No (n)	5.39 (111)
Yes (n)	5.12 (42)
Total Columns	5.31 (153)

ANALYSIS OF VARIANCE

SOURCE OF VARIATION	SUM of SQUARES	DF	MEAN SQUARE	F	SIGNIF.
Main Effects					
SS Status	.098	1	.098	.061	NS
Covariate					
Pre-Writing	86.50	1	86.50	53.99	.000

TABLE 25

ONE-WAY ANALYSIS OF COVARIANCE FOR COLLEGE SKILLS ON POST-TEST DTLS WITH PRE-TEST DTLS AS COVARIATE

CELL MEANS

SSP	SITE MAIN
No (n)	10.50 (199)
Yes (n)	9.15 (52)
Total Columns	10.22 (251)

ANALYSIS OF VARIANCE

SOURCE OF VARIATION	SUM of SQUARES	DF	MEAN SQUARE	F	SIGNIF.
Main Effects					
SS Status	18.90	1	18.90	1.08	NS
Covariate					
Pre DTLS	1524.40	1	1524.40	87.47	.000

The next set of analyses reports the results of a 2x2 analysis of covariance comparing ESL and College Skills (CS) students and Special Services Project participants and non participants. Table 26 reports on post-test writing scores using pre-test writing scores as the covariate and Table 27 reports on post-test DTLS scores with pre-test DTLS scores as the covariate.

Table 26 reports that all sources of variation are statistically significant: the two main effects of program (ESL or CS) and project status (SS and non-SSP); the two-way interaction effect; and the covariate effect.

All students in all programs grew in writing (the covariate effect). However, the post-test scores in writing even after adjusting for differences at entry, were different for different groups. College Skills students' average scores were higher than ESL students' average scores; non-project students' average scores were higher than project students' average scores (the main effects of program and project status). The significant interaction effect heightens the differences between the groups; the mean or average post-test scores in writing for each of the four sub-groups are statistically different from each other. In this case program status and project status interact with one another to exacerbate the differences between groups.

Table 27 reports the results of the 2X2 analysis of covariance for post-test DTLS scores with pre-test DTLS scores as the covariate. The results for reading are similar to the results of writing. All students grew significantly in reading. However, there were differences in post-test reading scores between College Skills and ESL students and between Special Services Project participants and non-participants (the main effects) In this analysis, however, there were no significant two-way interaction effects.

The last set of analyses must be dealt with carefully. All ESL students, at all levels and at all learning sites are grouped together. All College Skills students regardless of level are grouped together. Given this caution, it is apparent that the average levels of reading and writing skills are greater for College Skills students than for ESL students and the average levels of reading and writing skills for Project participants are lower than for non-participants, especially if those students are ESL students. Besides the difference in students, attention must be paid to the quality and quantity of instruction provided within the various categories. The Project services seem to be insufficient to surmount the problems presented by lower-level ESL students. The data suggest that there are probably differences between the two programs in terms of the efficacy of instruction, especially for students at the lower levels of ESL.

TABLE 26

2X2 ANALYSIS OF COVARIANCE, SPECIAL SERVICES BY PROGRAM ON POST-TEST WRITING WITH PRE-TEST WRITING AS COVARIATE

CELL MEANS

SSP	PROGRAM ESL	CS	TOTAL
no	4.32	5.34	4.55
(n)	(409)	(111)	(520)
Yes	3.70	5.12	4.05
(n)	(126)	(42)	(168)
			Grand Mean
Total	4.17	5.31	4.43
Columns	(535)	(153)	(688)

ANALYSIS OF VARIANCE

SOURCE OF VARIATION	SUM of SQUARES	DF	MEAN SQUARE	F	SIGNIF.
Main Effects					
SSP/No SSP	9.88	1	9.88	7.91	.005
Program (ESL/CS)	26.78	1	26.782	21.45	.00
Interaction-2way					
Program X SSP	5.37	1	5.37	4.30	.04
Covariate					
Pre-writing	541.898	1	541.898	433.93	.004

TABLE 27

2X2 ANALYSIS OF COVARIANCE, SPECIAL SERVICES BY PROGRAM ON POST-TEST DTLS WITH PRE-TEST DTLS AS COVARIATE

CELL MEANS

SSP	PROGRAM ESL	CS	TOTAL
no (n)	7.01 (420)	10.50 (199)	8.13 (619)
Yes (n)	4.99 (156)	9.15 (52)	6.03 (208)
Total Columns	6.46 (576)	10.22 (250)	7.60 (827)

ANALYSIS OF VARIANCE

SOURCE OF VARIATION	SUM of SQUARES	DF	MEAN SQUARE	F	SIGNIF.
Main Effects					
SSP/No SSP	155.55	1	155.55	9.21	.002
ESL/CS	558.33	1	558.33	33.06	.001
Interactions-2way					
SS X ESL/CS	4.49	1	4.49	.266	NS
Covariate					
Pre DTLS	7476.16	1	7476.16	442.705	.000

CONCLUSIONS AND RECOMMENDATIONS

It is important to begin this section by reaffirming that almost all of the groups of students enrolled in Developmental Studies showed progress over the course of the academic year 1987-88. They improved their reading, their writing and their several language skills.

For College Skills students, the mean post-test DTLS score for all students regardless of level was 10.22, just slightly below the cut-off score for demonstrating minimum competence (score = 11). Similarly for writing, the mean post-test writing scores for all College Skills students was 5.31 which approaches the College cut-off score of 6. These scores represent significant progress for the College Skills students. It would lead to the conclusion that for the most part, the placements for students are accurate, the curricula are meeting their needs, and the quantity and quality of instruction are sufficient. The one group for whom the program is not working as well as possible is for the evening students. Although this group gained in reading skills, their writing skills are not developing as rapidly. Generally for most students reading will improve more quickly than writing. Current research on writing suggests that writing is very much tied into a developmental sequence which requires much time and practice in order to achieve fruition. Clearly, time is scarce in the part-time evening sequence. It is also important to bear in mind that the students in the evening sections represent all levels of skill in reading and writing and that the instructors of these sections are required to develop highly individualized programs for students. There are also more materials available for mediated, individualized instruction in reading than in writing which makes it easier to individualize instruction in reading. All of these factors probably explain the much slower progress of the evening Skills students in developing their reading and writing skills.

Two recommendations for the evening sections are: 1) To find more time for instruction and practice in the part-time evening sections. 2) To identify more mediated,individualized instructional material to supplement the writing curriculum.

The ESL students within Developmental Studies also showed positive growth patterns, for the most part. All groups demonstrated growth in reading and general language development and most of the groups demonstrated growth in writing skills. But there are some problems which the data reveal. The average post-test scores of students at the end of the academic year are far below the College competency level in both reading and writing. Although students developed more skill over the course of the academic year, they did not achieve enough skill to be able to enter the College mainstream. It is important to remember that we are looking at averages for each of the Learning Centers; obviously some students did achieve competency level scores in reading and/or writing and were able to enter the mainstream. What is apparent is that there appears to be many more students at lower levels in ESL at all the campuses, than there are in College Skills, and that the program as constituted is experiencing difficulty in raising competency levels within the framework of one academic year.

It would seem that the major factor contributing to the differences in achievement levels between ESL and College Skills students is the presence in ESL of many more students whose reading, writing, and language skills are at very low levels. The presence of lower level students in higher numbers results in lowering of the pre and post-test averages for each of the Centers in each of the variables. Thus many students potentially would spend many more semesters in ESL courses in order to reach the minimum competency level. The bulk of the resources available for the instruction of ESL students are expended on those with the lowest levels of skills. The fact leads to another hypothesis about why the ESL students' average scores are low, namely the nature of the instruction for ESL students.

If students enter ESL with very low levels of proficiency in English, much of the instruction must be designed to improve general language proficiency. The nature of this instruction focuses on grammar, syntax, idiom and vocabulary development. Development of skill in reading and writing is incidental: reading and writing are utilized as modes through which the major instructional objectives relating to language development are realized. It is only after students have grasped the basic structures, vocabulary and grammar of English that they can turn their attention to the more learned skills involved in reading and writing the language. In short, once there is basic mastery of the language, the focus can shift to the development of higher levels of reading and writing. It is not that reading and writing do not occur in the lower skill level classrooms; it is that the nature of that reading and writing does not begin to approach the difficulty or complexity required for passing the reading and writing tests and for functioning in college classes conducted in English. Therefore, it is hypothesized that another major factor influencing achievement levels and related to the first factor, the characteristics of the ESL students, is the nature of the instruction, specifically that the objectives of the bulk of the instruction in ESL are to improve language proficiency. That this goal is being met can be seen by the across the board gains for all students on the English Language Institute Test.

Unfortunately, this test has no known norms and no known validity; therefore there is no way to know what the scores mean or how much is enough in order to be able to focus on higher level reading and writing skills. This factor coupled with the fact that neither the DTLS nor the writing sample are useful for making discriminations between students at the lower end of their scale means that placement in ESL sections reduces itself to some very subjective factors with low levels of consistency both within and across Learning Centers. Thus another factor which may be contributing to the lower levels of achievement is the inadequacy and inconsistency of the placement procedures. The effect of this insufficiency on instruction is that conscientious instructors like those in ESL will modify the curriculum and the instructional objectives to match their students' needs and abilities which fact in turn impacts negatively on end of semester reading and writing test scores.

These factors may be useful in explaining why the levels of achievement in ESL on the reading and writing tests are low. They also lead to some questions which go to the heart of the ESL sequence in Developmental Studies.

First, there is the question of the ESL students, namely who should be a student within a college-level ESL program? What level of skill and proficiency with the English language should a potential student have? There are constraints which make answering this question a necessity: those associated with the allocation of College resources and those imposed externally by the availability and duration of financial aid. Many colleges deal with this issue by setting minimum proficiency levels for admission to the college-level ESL courses. In the case of students from abroad, results of TOEFL must be at or above certain cut-off levels in order for students to qualify for college admission. In the case of resident students, results of other tests of language proficiency for which norming and validity data exist must be at or above specified cut-off levels.

Next, there is the question of the nature of the instruction provided to ESL students within the college-level program. How much instruction should be provided in general language proficiency and how much in the reading and writing skills necessary for achieving satisfactory grades in college courses taught in English? Most colleges provide between one and three semesters of instruction below the level of introductory college courses. Financial aid constraints would dictate a maximum of four semesters if there are a sufficient number of college courses which students can take and which don't rely too heavily on reading and writing as the primary modes of instruction and evaluation. It would seem, however, that the bulk of the instruction should be on improving reading and writing skills in English.

Third, there is the question of how to place students accurately so that they get the kind of instruction they need and can potentially move through the sequence experiencing success and developing the skills they need in order to move into the mainstream within a predictable and realistic time frame. When the other two major questions have been answered, the answer to this question too will be in hand. Whatever instruments are used to determine admission can also be used along with other assessments in developing criteria for placement and movement between levels. These decisions must be developed utilizing the most objective criteria that can be devised; they must be consistently applied at all the Learning Centers and for all categories of students; ultimately, they must be validated through some kind of empirical analysis.

Finally, there is one last question; what happens to the students who do not have sufficient language proficiency to be admitted to a college-level ESL sequence? The only possible answers are to find, invent or develop a new program (or get someone else to do it) to serve these students and to find, invent or develop alternative funding sources to support this program. Prior years' evaluations have suggested that many of the lower level ESL students have a desire to improve their English language skills but not necessarily an immediate desire to pursue a college education. Developing a literacy program under the aegis of the College but not within the framework of the college curriculum solves the problems of both sets of students-those denied admission because of low proficiency and those desiring only to improve their English proficiency. Completion of this program at a satisfactory level of proficiency would become part of the criteria for admission to the college-level program should an individual desire to pursue college-level work.

In summary, the questions raised and the solutions proposed in the preceding pages will require some commitments by the faculty and the administration. There will have to be time set aside for the finding and/or developing of instruments and procedures for admission, placement, and movement. There will need to be time devoted to modifying the curriculum to meet the goals proposed. There will have to be some extensive staff development activities provided in order to provide support for instructors who may be moving in new and different directions. Institutional support in developing a new program and in finding alternative funding will be necessary. In short, these recommendations can only be implemented if the College administration can provide high levels of support in terms of staff-time and effort, released time for faculty, consultant services and staff development activities.

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APPENDICES

Appendix	A	RCC Competency Assessment Policy
Appendix	B	Special Services Project Tutorial Forms
Appendix	C	Special Services Project Tutorial Manual
Appendix	D	Special Services Project Taxonomy of Materials

Appendix A

RCC Competency Assessment Policy

RCC COMPETENCY ASSESSMENT POLICY

To ensure that all students are placed into course work appropriate to their skills, Rockland Community College has a policy of assessing all applicants for placement in English and mathematics courses. The English Assessment consists of a reading comprehension evaluation and a writing sample on a given topic. As a result of these assessments, students may be placed in English Composition, College Skills, or English as a Second Language courses. The Mathematics Assessment includes a required computation section and an algebra section which students are encouraged to take. Students may be placed in Mathematics Skills, College Mathematics, Intermediate Algebra, or one of the more advanced courses offered by the Mathematics Department.

First-Time College Students: All entering students who have not previously attended college and are planning full-time enrollment (12 or more degree credits) should take the English and Mathematics Assessments as soon as possible after acceptance into the College and before registration. This applies to all students, including those at local learning centers and sites.

An entering student does not have to take the English Placement Examination if, in the judgment of the English as a Second Language (ESL) faculty coordinator or College Skills instructor, the student cannot perform on the assessment, is to be placed into a beginning section of ESL or Communication Skills (CS 011 or CS071 or CS072), and will be taking no other courses. A waiver form for the English Assessment must be signed by the ESL coordinator of Assessment and Placement.

Part-time students who intend to register for a credit-bearing mathematics course must take the Mathematics Assessment before enrolling in the course, regardless of the number of credits already earned.

Part-time students registering for English 101 or Business Correspondence (EN 110,BU 110) must take the English Assessment before enrolling, regardless of the number of degree credits already earned.

All other part-time students enrolling for less than 12 credits will be required to take the English and Mathematics Assessments before registering for their sixteenth degree credit.

Transfer Students: In accordance with Rockland's policy on Advanced Standing, transfer students may be exempt from the English and/or Mathematics Assessment, based on a review of their previous academic record. However, when applying to specific programs, they may be required to take the English and/or Mathematics Assessment.

Appendix B

Special Services Project Tutorial Forms

SPECIAL SERVICES DATA SHEET

SEMESTER: Fall____Spring____

DATE:

COMMUNICATION SKILLS

SECTION NO.________________

ESL

SECTION NO.________________

STUDENT DATA:

Name____Age___________________

Address______________________________Town________________Zip____________

Phone #_____________________Soc. sec.#____________________Sex____________

EDUCATIONAL HISTORY:

Please check the responses as they apply to you.

1. In what semester are you at Rockland Community College?

_____1st
_____2nd
_____3rd
_____4th

2. Please check the one that applies to you.

_____Part time Student
_____Full time Student

3. Have you ever attended another college ?

_____Yes. Which College ? ________________________For How Long?________
_____No.

4. High School attended____

5. Did you graduate from high school ?

_____Yes. When___________________
_____No. At what grade did you stop ?__________________________________

6. If you did not graduate, are you planning to get your high school diploma by attending Rockland Community College ?

_____Yes
_____No

EMPLOYMENT:

7. Do you work ?

_____Yes. What Kind of Work ?____

How many hours per week do you usually work ?____________

_____NO.

FAMILY:

8. Please check your present living arrangements.

_____Married
_____Living Alone
_____Living With Parents
_____Other: Please Specify.____

9. Please check the response which indicates the highest level of education attained by your parents:

FATHER		MOTHER
________________	did not attend high school	________________
________________	attended high school but did not graduate	________________
________________	graduated from high school	________________
________________	attended college (Two or Four Year)	________________
________________	graduated from 2 year college with degree or certificate	________________
________________	graduated from a 4 year college with a Bachelors degree	________________
________________	attended graduate or professional School	________________

MISCELLANEOUS:

10. Are you currently receiving financial aid from the college ?

_____Yes
_____No

CITIZENSHIP STATUS:

11. Check one:

_____U. S. Citizen
_____Permanent Visa
_____Temporary Student Visa
_____Other (please specify ____)

GOALS:

12. How long do you expect to be a student at Rockland Community College ?

_____One Semester
_____Two Semesters
_____Three Semesters
_____Four Semesters
_____Five or more Semesters

13. Please check the ethno-racial background that applies to you.

_____American Indian/Alaska Native
_____Asian/Pacific Islander
_____Black (other than Hispanic)
_____Hispanic
_____White (other than Hispanic)

14. Are you a veteran ?

_____Yes
_____No

____
Student Signature

Revised.
PG:CD:10/87

SPECIAL SERVICES TUTORIAL LOG

STUDENT________________________________ C. S.__________

SEMESTER: F______ S______ 19_____ E. S. L.__________

DATE	TIME	TASKS	COMMENTS

TOTAL HOURS ____________________

SPECIAL SERVICES

PRESCRIPTION FORM

STUDENT______________________________ C.S.________

INSTRUCTOR___________________________ E.S.L.________

SEMESTER F____S____19____

DATE	SKILL PRESCRIPTION	RECOMMENDED MATERIALS

SPECIAL SERVICES PROJECT

Tutorial Progress/Attendance Report

Student : ____________________

Class : ____________________

Instructor : ____________________

Attendance : ____________________
____
____

Progress/Comments: ____________________
____
____
____

____
Tutor

SPECIAL SERVICES

Student Survey

Please help us evaluate the tutoring program by reading the following statements. Circle the answer that best describes your opinion.

1. My tutor wants to help me. Yes No Sometimes
2. My tutor starts the session on time. Yes No Sometimes
3. My tutor answers my questions. Yes No Sometimes
4. My tutor gives me work that I need. Yes No Sometimes
5. My tutor is a good teacher. Yes No Sometimes
   Comments ____
   ____
6. I can read better because of the tutoring. Yes No Sometimes
7. I can write better because of the tutoring. Yes No Sometimes
8. The books and workbooks were helpful. Yes No Sometimes
   Which ones?
   ____
9. The computer materials were helpful. Yes No Sometimes
   Which ones?
   ____
10. The language tapes were helpful. Yes No Sometimes
    Which ones?
    ____
11. What was most helpful in improving your reading and writing? ______________________________
    ____
    ____
    ____

12. What suggestions do you have for improving the tutoring?

____

____

____

____

13. Is there anything else you'd like to tell us about the tutoring?

____

____

____

____

Appendix C

Special Services Project Tutorial Manual

SPECIAL SERVICES PROJECT
TUTORIAL MANUAL

CONTENTS:

1. Special Services Project Overview
2. College Reading and Study Skills
3. Developmental Studies Department
4. Special Services Project Tutorial Forms
5. Related Journal Articles

Selection of Project Participants

After acceptance to the College, all entering students who have not previously attended college and are planning fulltime enrollment (12 or more degree credits) are required to take the English and Mathematics Placement Examinations before registration for courses. Part-time students who intend to register for their first English language course or a credit bearing mathematics course are also required to complete the examinations. All other part-time students enrolling for less than twelve credits must also take the examinations prior to registering for their sixteenth degree credit. As a result of assessment, students are placed in various courses or programs in the College.

The Special Services Project clientele will be selected from those students who have been placed in College Skills courses (CS), English as a Second Language courses (ESL), English Composition I EGR, English Composition I International, or Contemporary College Mathematics. The Director or the Project will select those students for the project who are: (1) low income individuals who are first generation college students and (2) the most severely educationally disadvantaged students among those assigned to College Skills, English as a Second Language, English Composition, or Contemporary Mathematics courses but who have the academic potential to graduate from college.

Procedures for identifying the students from College Skills, English As A Second Language, the English Department and the Mathematics Department and for integrating the services have been established between the Special Services Project and the Coordinator of College Skills and the Coordinator of English as a Second Language, the Chairperson of the English Department and the Chairperson of the Mathematics Department since the establishment of the first Special Services Project in 1977.

Initial Needs Assessment

All students who are required to enroll in College Skills courses or English as a Second Language courses participate in an initial College Skills Needs Assessment or initial English as a Second Language Needs Assessment for placement in courses and for orientation.

The College Skills initial Needs Assessment is conducted at specified times throughout the academic year and the summer. Each student is provided a general orientation to the College and College Skills, a tour of the campus and guidance in securing information about financial aid. Students also schedule meetings with financial aid counselors who determine financial aid eligibility. Each student meets with a Communication Skills and Mathematics Skills instructor who explains the College assessment test results and the general level and expectations associated with the particular Communication Skills course or Mathematics Skills section into which the student has been placed. The student then meets with a counselor who discussess vocational objectives and option and the estimated number of semesters the student is likely to be in College Skills and who assists the student in selecting courses and completing the registration process.

During the initial English as a Second Language Needs Assessment process, which is scheduled during College registration periods, all students with limited English speaking ability are tested by the instructors who teach English as a Second Language. The instruments currently used are a combination of both in-house and standardized tests. Students are given the English Language Institute Test (ELI) and are placed in various levels of the English as a Second Language courses based on test results. Counselors also provide a general orientation to the College and to English as a Second Language, a tour of the campus, assistance with College registration, and guidance in securing financial aid.

New students enrolled in English Composition I EGR, English Composition I International and/or Contemporary College Mathematics receive orientation, advisement and assessment from the College Counseling staff while students continuing from College Skills or English As A Second Language receive advisement and assessment from the College Skills and English

As A Second Language counseling staffs in addition to the College staff.

Participants selected for the Special Services Project on the basis of severe educational need will consists of: (1) those students from College Skills courses who score the lowest on the English Placement Examination and/or the Mathematics placement Examination and (2) those students who are initially identified as Special Services Project eligible while enrolled in College Skills and pass into the mainstream English Composition EGR, and/or Contemporary College Mathematics courses. Participants selected for the Special Services Project on the basis of limited English speaking ability will consist of: (1) those students from the English As A Second Language courses who score the lowest on the English As A Second Language courses who score the lowest on the English Placement Examination and/or the Mathematics Placement examination and (2) those students who are initially identified as Special Services Project eligible while enrolled in English As A Second Language and pass into the mainstream English Composition I International and/or Contemporary College Mathematics courses. It is proposed that 350 students will be selected for the project.

Secondary Needs Assessment

Students selected for the Special Services Project will receive additional assessment from the project tutorial staff. Although the instructors of College Skills, English As A Second Language, English and Mathematics courses will provide the basic prescriptions for tutorial services (reading, writing, study skills, English language skills and mathematics) the tutors will diagnose the needs for additional individualized support for each project participant. The support services will include:

1. A minimum of one hour per week of tutoring (individual or small group) for each project participant enrolled in College Skills or English As A Second Language courses.

2. A Minimum of two hours per week of computer assisted Instruction (CAI) for practice and drill for each project participant enrolled in College Skills or English As A Second Language Courses.

3. A minimum of one hour per week of tutoring (individual or small group) for each project participant enrolled in mainstream English or Mathematics courses.

4. A minimum of two hours per week of Computer Assisted Instruction (CAI) for each project participant enrolled in mainstream English or Mathematics courses.

Tutorial forms including diagnostic, prescriptive, and evaluative information will be maintained for each project participant. The original form signed by the student and project tutor will be filed with the Project Director. Periodic review of progress will be made by the project Director, but completion of the prescribed workplan will be considered the student's responsibility. The important principle of needs assessment which underlies the project design is that needs assessment is continuous with checkpoints built in to insure review of the workplan and revision when necessary. the purpose of continuous needs assessment is to maximize the success of project participants.

COLLEGE READING & STUDY SKILLS

Success in college depends greatly on knowing how to learn, understand, and remember new information. Mastering good reading/study skills gives students control over their learning situations.
Below is an outline detailing these reading/study skills.

Reading: PREVIEW
READ
REVIEW

I. PREVIEW READING MATERIAL
  A. Previewing gives you an overview of the subject -- helps you see the overall picture and central point
  B. Previewing brings to mind any background knowledge you may already have on the subject
    1. You will relate the new knowledge to your background knowledge
    2. You will better understand and remember the new knowledge
  C. Read the title and subtitle to narrow down the subject
  D. Look at study helps
    1. pictures and captions
    2. charts and tables

    3. graphs
    4. boldtype words or italics
- E. For short articles, read the first sentence of each paragraph and the last sentence of the article
- F. For textbook, look at key parts for content and organization
    1. table of contents (chapter headings and subheadings)
    2. preface or introduction (author's purpose of writing and lay-out of book)
    3. glossary (definitions of important terms, located at end of text)
    4. index (lists subjects covered in alphabetical order with page numbers -- may activate your knowledge of these subjects; located at end of text)
    5. appendix (provides additional related information; if included, located at end of text)
    6. skim through chapters
- G. When previewing text chapter, read subheadings
- H. Watch for names, dates, numbers, unfamiliar words
- I. Read end-of-chapter questions first to identify important information to be learned from the reading
- J. Read introductions and conclusions, or summaries, of chapters
- K. When possible, preview material to be covered during next class

1. As you preview, make up questions you have about the subject and focus on their answers in class
2. Look up meanings of new terms in glossary
3. You will better understand the instructor's lesson

II. READ ACTIVELY

- A. Turn headings/subheadings into questions and try to answer them after reading
- B. As you read, ask yourself, "What is the main idea?"
  - 1. The main idea is what the writer is saying about the topic (subject)
  - 2. Main idea is often the writer's opinion added to the topic
  - 3. Main idea is what the whole passage is about
  - 4. Main idea is often (but not always) stated in the first paragraph
- C. To find the main idea, ask yourself:
  - 1. Who or what is the topic (subject)?
  - 2. What is the writer saying about the topic?
- D. If main idea is implied (not directly stated), ask yourself:
  - 1. Who or what is the topic that all the details relate to?
  - 2. What point are these details making about the topic?
  - 3. Your answer is the main idea
- E. Underline key words and phrases (main ideas and major details)
  - 1. Underline main ideas with a double line and major details with a single line
  - 2. Don't underline too much

    3. Discriminate between major and minor details
    4. Major details directly support or explain main idea

F. Take notes on the reading
    1. Write down the main ideas as you read and try to see how they are related, how they fit together
    2. Outline key points
    3. Write or verbalize a summary

G. Pay attention to print signals
    1. headings and subheadings
    2. words printed in boldface, italics, color or all capitals
    3. charts, tables and graphs

H. Look for answers to end-of-chapter questions

I. Look for context clues (in same sentence, prior sentence, and next sentence) for new vocabulary meanings

J. Try to predict what will happen next or what the writer will say next -- headings give clues

K. Look for organizational patterns and signal words to better understand and to see the writer's plan
    1. Enumeration - are details listed? (one reason is; first, second, third; in addition; also; furthermore; finally)

2. Sequence - are details told in time order? (first, second, third; before; then; next; later; last; finally)
3. Comparison or Contrast - are details compared or contrasted? (similarly; like; unlike; whereas; however; by contrast; on the other hand; although)
4. Cause and Effect - does the writer state causes or reasons for certain effects or results? (because; causes; since; as a result; therefore; due to; consequently; so; thus; this led to) consequently; so; thus; this led to)
5. Generalization - are examples given to support a general statement? (for example; for instance; in other words)

L. List any points you do not understand in the reading to question in class

III. REVIEW READING MATERIAL (Study)

- A. Reread the main ideas and key phrases you underlined
- B. Reread your notes/outlines on the material
- C. Summarize the reading material
    - 1. Retell verbally in your own words the key points of the reading
    - 2. Write a summary or explanation of the reading in your own words
        - a. Written summaries help you to think through and understand the author's ideas
        - b. Written summaries are very useful for review and study for tests
- D. Test yourself
    - 1. Answer end-of-chapter questions
    - 2. Use index cards to write questions on front and answers on back (flash cards)
- E. Outline the reading
    - 1. An outline is a summary of the reading's important points in skeleton form using numbers and letters to show:
        - a. main ideas
        - b. supporting details and examples
        - c. relationships among these
    - 2. Outlines force you to organize what you have read

        - a. Outlines force you to discriminate between main ideas, major details, and minor details
        - b. Outlines help you to understand and remember the key issues
        - c. Detailed outlines provide you with information you need to study for exams
    - 3. Label main ideas and details correctly
        - a. Letters, numbers and indentations show levels of importance
        - b. Key words identify significant ideas (sentence fragments are ok)
        - c. Label main ideas with Roman numerals (I, II, III, IV, V, VI, VII, VIII, IX, X)
        - d. Label major details with capital letters, under the corresponding main idea
        - e. Label minor details with numbers under the corresponding major detail
        - f. Label further subdivisions with lower case letters
- F. Pay attention to subheadings and words printed in italics, all capitals, or bold-face type -- these are often main ideas.
- G. If reading material seems too lengthy to study, divide it into smaller segments

IV. NOTE TAKING IN CLASS

- A. Lecture may provide new information not included in the textbook
- B. Information presented in class may further explain the textbook material
- C. Note taking will be easier if you have previewed the reading
- D. Good class notes will contain information needed to be learned for exams
- E. Notes are a summary of what the instructor says
  - 1. Note main ideas and details in phrases rather than sentences
  - 2. Do not try to write lecture word-for-word
  - 3. Separate and underline main idea headings
  - 4. Clearly list major details next to or under main ideas
- F. Take notes in a rough outline form
  - 1. Number major details, but you will not have time for exact lettering and numbering
  - 2. By numbering steps of a process or a sequence of items, you can later ask for help if a certain item is missed
- G. Copy down all information written on the board
- H. Copy down new terms used in the lecture and their definitions (if not provided, look up in glossary or dictionary later)

I. Listen for organizational clues (See II. K. 1-5)
    1. Example: "There are three reasons for the Industrial Revolution."
    2. Example: "There were several causes for the rise in immigration."

J. Listen for key words used in main ideas:
    1. causes, reasons
    2. effects. consequences, results
    3. benefits, advantages/disadvantages, problems
    4. objectives, points, purpose
    5. stages, steps
    6. differences/similarities

K. Use abbreviations whenever possible
    1. e.g. = for example
    2. w/ = with
    3. w/o = without
    4. info = information
    5. ex. = example
    6. + = and
    7. # = number
    8. --> = leads to
    9. ∴ = therefore

    10. In time, you will develop your own personal symbols and abbreviations

L. Use a separate, dated page for each class or lecture

M. Looseleaf notebooks work best
    1. Paper can be added as needed
    2. Any handouts, study guides, important papers should be hole-punched and inserted into looseleaf notebook right away
    3. Keep notes from different courses separated by dividers

N. Revise your notes as soon after class as possible
    1. Ask instructor for clarification where needed
    2. If notes are missing information, get help from another student or instructor

O. Write down assignments, due dates, and exam dates in notebook

P. Do not lose notebook! (Print your name, address, and phone number inside front cover)

V. TEST-TAKING STRATEGIES

A. Prepare thoroughly for tests

1. Study class notes thoroughly
2. Complete all reading assignments at the time you are required to complete them
3. Review reading material: study the main ideas, major details and key phrases you had underlined
4. Study notes, summaries, and outlines you had made on reading material
5. Focus on main ideas and major details
6. If instructor gives a test review session, attend it, and study subjects discussed
7. Test yourself
    a. Make up questions about the important topics from class and text, or use end-of-chapter questions
    b. Answer questions without referring to class notes or textbook
    c. Refer to class notes or text to check your answers
8. Study any handouts or review forms given by instructor
9. Study ideas stressed or repeated by instructor or textbook
10. Study definitions of new or technical terms

11. Review any exams or quizzes already taken in the course
    a. May give you clues to how next test will be constructed
    b. You will see what your weak spots are (e.g., not following directions, not answering questions completely)
12. Write summaries of reading material
13. Study in an appropriate place
    a. quiet and comfortable room free from distractions
    b. area with good lighting
    c. study in a sitting position

B. Overcome test anxiety
   1. Think positively -- believe you will succeed!
   2. Get enough sleep the night before the exam and eat breakfast
   3. Schedule yourself enough study time --don't cram!
      a. Your anxiety will increase if too much studying is left for the last minute
      b. Crammed information will be quickly forgotten
   4. Study main points the night before the exam, and briefly review them next morning, if possible.
   5. Begin the test by answering the easiest questions first -- you will feel more confident once you begin writing

    6. Don't worry about what you do not know; write down what you do know

C. Take exams using effective tips:
    1. Come to testing room on time with necessary tools (pens, pencils, erasers, calculator, etc.)
    2. Always read and follow test directions carefully
    3. Survey the entire test quickly before writing
        a. Take note of the type of questions (short answers? essays?)
        b. Allow more time to answer those questions worth the most points
    4. Answer the easier test items first
    5. Don't spend too much time on any one question
        a. If you are unsure of an answer, go on to the next question
        b. Sometimes an answer in one part of a test will give you a clue to the answer you did not know
    6. Reread your paper before turning it in
        a. Make sure you have answered all questions completely
        b. Check spelling, sentence sense, etc.

D. Multiple-choice questions
    1. It may be helpful to turn the statement into question form
    2. Read all choices before answering

3. Eliminate answers you are sure are incorrect and look for the best answer (two choices may seem good, but one is better)
4. Watch for qualifiers
    a. Absolutes, such as "never, always, only, all" usually indicate a wrong answer
    b. Qualifiers such as "probably, usually, generally, often" have a greater chance of indicating a correct answer
5. Watch for incomplete items
    a. Answer is probably incorrect if a term or phrase is omitted
    b. Complete (sometimes longer) answers tend to be correct
6. Watch for statements that are too broad or too narrow in main idea questions
    a. too broad: statement doesn't contain enough information and is too general to be main idea
    b. too narrow: statement may be true, but it is just one detail of the passage, not what the *whole* passage is about
7. Inference questions ask you to "read between the lines" -- to gain certain meaning and understanding that is not directly stated by the writer

        - a. Ex: "You can infer that..."
        - b. Ex: "The writer implies that..."
        - c. Ex: "The writer suggests that..."
        - d. Ex: "You can conclude that..."
    - 8. Use reason, logic, process of elimination to figure out answers, when possible
    - 9. If time runs out, fill in multiple choice answers at random
- E. **True-False questions**
    - 1. For a "true" answer, all parts of the statement must be true
        - a. Watch for words or phrases that may not be entirely true
        - b. If a statement is partly false, mark it "false"
    - 2. Watch for qualifiers
        - a. Absolutes such as "always, never, all, every, only, none, the best, the worst, everyone" leave no room for exceptions and often make the statement false
        - b. But words such as "often, usually, generally, frequently, rarely, some, several, a few" do leave room for exceptions and are more likely to indicate a true statement
    - 3. Watch for negatives and confusing double negatives

        a. To simplify double negative sentences, restate the sentence leaving out both negatives
        b. Ex: Not studying for a test is unwise. = Studying for a test is wise.

F. Matching items
    1. Read both columns before matching any items
    2. If one column has more items, you will not match every item
    3. Match the items you know first
    4. Cross out items as you match them

G. Essay questions
    1. Read question carefully: note key word that indicates what type of answer is expected
        a. enumerate or list = name one by one, give examples
        b. explain = give reasons for
        c. trace or develop = write facts in chronological order
        d. identify = tell who a person is or what a thing is
        e. illustrate = make clear by using examples or stories
        f. define or interpret = give the meaning of
        g. compare = point out how persons or things are alike (note similarities)

    h. contrast = point out how persons or things are different
    i. evaluate = judge something by giving its positive and negative features
    j. describe = tell how a person, place, thing, or event looks, acts, or takes place
    k. discuss = tell all you can about topic; consider from various points of view
    l. summarize = explain briefly, stating most important points
    m. demonstrate = show clearly; prove
    n. justify = give good reasons to prove or support a statement or idea as just or right
2. Brainstorm first: make a list or quick outline of your main idea and supporting details or examples
3. Turn the essay directions into a question
    a. The answer to the question becomes your opening sentence for your essay
    b. Your first sentence sets up a plan or format for writing the essay
4. Write a complete, organized answer to the question

    a. Use a separate paragraph for each part of the answer
    b. Begin with your opening sentence/main idea
    c. Begin each paragraph with a topic sentence that refers to the question (the main idea)
    d. Use specific details and examples to support your answer and explain what you say
    e. End the essay with a summary/conclusion that restates your main idea

5. Proofread your work
    a. The essay should make sense, moving from point to point in a logical manner
    b. Use proper punctuation to separate sentences (no run-ons)
    c. Be sure each sentence is a complete thought with subject and verb (no fragments)
    d. Check for spelling errors
    e. Make sure you have answered what the question asks (key word -- see V. G. 1. a-n)

VI. UNDERSTANDING NEW VOCABULARY THROUGH CONTEXT CLUES

A. Context is the phrase, sentence, or paragraph that surrounds a word.

B. Authors oft~~en define or explain~~ unfamiliar words

  1. The meaning of the new word may follow right after it, either within parentheses, between commas, or after a dash

    a. Ex: The dentist must see Mr. Jones each week because he has pyorrhea (a gum disease).

    b. Ex: Roe, fish eggs, are considered a delicacy by many people.

    c. Ex: He is majoring in geology -- the study of the physical history of the earth.

  2. Author may give examples to clarify meanings of unfamiliar words

    a. Ex: Professor Jones is an expert in three disciplines -- music, physics, and history.

    b. Ex: People are influenced greatly by the mass media (films, t.v., radio, newspapers, magazines).

C. Use the general sense of the sentence to figure out word meanings

  1. Words surrounding the unfamiliar word may reveal its meaning

2. Surrounding sentences may help reveal the meaning
3. If not the exact meaning, you may get a close enough idea of the meaning
    a. Ex: Even though he seemed to falter, near the end of the race he recovered enough to win.
    b. Ex: He tried seven matches before he could ignite the firecracker.

D. A comparison or contrast of the new word with something familiar may reveal the meaning
    1. Ex: Jack was lazy, but Bob was diligent.
    2. Ex: While the king was served huge meals, the servants existed on a meager amount of food.

E. A synonym used with the new word may reveal the meaning
    1. Ex: The potent drug's power was felt at once.
    2. Ex: The poignant film was so painfully touching, it left the audience in tears.

VII. UNDERSTANDING NEW VOCABULARY THROUGH STRUCTURE CLUES

A. Many words are made up of other words or word parts

B. You can figure out meanings for many unfamiliar words by analyzing the prefix, root, and/or suffix

1. Ex: predetermine prefix pre = before
   predetermine means to decide beforehand
2. Ex: biography root bio = life
   root graph = write
   biography means writing about someone's life
3. Ex: childish suffix ish = belonging to, characteristic of
   childish means characteristic of or like a child

C. Some suffixes show the part of speech of the word

1. Ex: astrological suffix al added to end of word shows it is an adjective
2. Ex: sickness suffix ness added to end of word shows it is a noun
3. Ex: quickly suffix ly added to end of word shows it is an adverb

VIII. RETAINING NEW VOCABULARY

A. If word meaning cannot be derived from context or structural clues, look up meaning first in textbook glossary, or in a dictionary

B. Use text glossary to learn word meanings exactly as they are used in that textbook for that particular course, especially technical terms

C. Keep a list of new important words and their meanings in each course's section of your notebook

D. Put a check mark next to each word you look up in the glossary; study definitions of all checked words before test

E. Write each new word as it is used in a sentence to help remember its spelling and meaning

F. Use new words (not technical terms) in your conversation and writing to make them part of your permanent vocabulary

G. Relate new words to what you already know; associate new word meanings with knowledge, similar examples or situations which are already a part of your life.

* * * * * * * * * * * *

Remember, too, that a student's attitude affects his/her success. Be positive! Believe that you can succeed! Focus on your past successes, not your failures. Take each new task as it comes, practice these effective study skills, and you will be a successful college student.

Mastering Study Skills - A Student Guide
Thomas G. Devine and Linda D. Meagher

Reading and Studying for Success
Elaine V. Morton and Joseph G. Hosey

Compiled by Elise Moloney
Special Services Department
January 1989

DEVELOPMENTAL STUDIES DEPARTMENT

The Developmental Studies Department provides courses and services designed to prepare students lacking college-level skills to enter college courses and to complete a college degree or certificate. The department currently offers College Skills (CS) courses which help native American students develop reading, writing, mathematics, and study skills and English As A Second Language (ESL) courses which assist students whose native language is not English develop oral language, reading, writing, and study skills. The students in College Skills characterize the full range (age, sex, ethnic backgrounds, religions, social class) of clientele at the College. While the ESL enrollment continues to include some 250 students yearly from abroad, the majority of the students in ESL classes (84%) are first generation residents in Rockland County.

Individual assessment and advisement, small group and individual counseling and tutorial services are provided for students enrolled in College Skills and ESL courses and the department continues to provide counseling and tutorial services for College Skills and ESL students who move into the College mainstream as well.

Developmental courses and tutoring in specific areas such as spelling, vocabulary development, and effective listening are offered by Developmental Studies for all Rockland students who can benefit. The department also serves as a faculty development and resource center -

providing consultation with College faculty members, coordinated efforts to develop courses which include study strategies related to specific content, workshops and seminars, identification and development of resource materials,and publication of papers and materials. In addition, the Chairperson of the Developmental Studies Department is responsible for coordinating all College - wide tutorial services for disadvantaged students and for providing College supervision of the Special Services Project.*

A diversified staffing model is utilized to provide a maximum of individualized instruction to meet the diverse needs of the students. The staff includes a Chairperson, College Skills Coordinator, English As A Second Language Coordinator, 7 full time instructors, 3 full time counselors, some 28 adjunct instructors and counselors and some 12 teaching assistants in addition to one full time and one part -time clerical assistant.

ASSESSMENT, PLACEMENT, ADVISEMENT

Students are placed in College Skills or ESL as a result of English and Mathematics assessments (See Attached). The assessment process is designed to ensure that all students are placed into course work appropriate to their skills.

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* Title IV of the Act for Special Programs for Students from Disadvantaged Backgrounds.

Upon acceptance to the College all entering students who have not previously attended college and are planning full time enrollment are required to take the Rockland Community College English and Mathematics Placement Examinations before registering for courses. Part-time students who intend to register for initial English language courses or credit bearing Mathematics courses are also required to complete the examinations. All other part-time students must also take the examinations prior to registering for their twelfth degree credit. Federal regulations also mandate that the College determine that entering students who receive financial aid have the potential to succeed in College and that they receive appropriate remedial/developmental services to help them succeed in college. Therefore, all full time and part-time students applying for financial aid must take the Rockland Community College English and Mathematics Placement Examinations before registering for courses as well. The English Placement Examination consists of an evaluation of reading comprehension (Comprehension Section of Descriptive Tests of Language Skills - DTLS) and a writing sample on a given topic scored holistically by trained readers. The Mathematics Placement Examination includes an in-house computation section which students are required to take and an algegra section which students are encouraged to take.

After placement into College Skills or ESL each student has a conference with Developmental Studies Department instructors and counselors for needs assessment and to determine a course of study. Students are assigned to non-credit College Skills or ESL courses until re-assessment shows that they are ready to move into mainstream courses. Some, when the appropriate skill level has been reached, may select carefully chosen credit - bearing courses while they are enrolled in College Skills or ESL. The College Skills needs assessment is conducted at specific times throughout the academic year and the summer. Students are provided a general orientation to the College and College Skills, a tour of the campus and referral to College counselors who determine financial aid eligibility and assess each student's full financial need. College Skills instructors explain the College assessment test results and the content of the various College Skills courses to which students have been assigned. Department counselors discuss with the students their vocational objectives and options and the estimated number of semesters they are likely to be in College Skills and then assist the students in selecting courses and completing the registration process.

During the English As A Second Language needs assessment process, which is scheduled during College registration periods, the students also receive orientation and referral for financial aid counseling. They participate in additional ESL in-house testing in English language development, reading and writing for placement in specific ESL courses. The ESL instructors also explain to the students the test results and the content of the courses to which students are assigned. English As A Second Language instructors and/or Developmental Studies Department counselors then discuss with students their vocational objectives and options and the estimated number of semesters they are likely to be in ESL and assist the students in selecting courses and completing the registration process.

COLLEGE SKILLS/ESL COURSES

New students enrolled in College Skills full time are placed in one of four levels of the non-credit courses,

Communication Skills (CSK 011-014) **Communication Skills Reinforcement** (CSK 021-024) **and Developmental Course II (individualized learning activities and computer assisted instruction-CAI) based on their scores on the English Placement Examination. The courses are competency based and incorporate objectives in reading, writing, critical thinking and study skills. Students also enroll in Strategies for College Success** (CSK 031) **and Understanding Human Behavior** (CSK 032) **The first course concentrates on an orientation to the nature of higher education with an emphasis on the structure at Rockland Community College and on the development of effective study skills while the second course deals with the fundamentals of psychology. Students also enroll in a counseling seminar for an additional two credit hours. Depending on their curriculum goals and current time commitments new students may or may not enroll in Mathematics Skills** (CSK 065) **for an additional four contact hours plus Developmental Course** V **which provides up to six hours of individualized learning activities. Exit criteria are specified for successful completion of each level of Communication Skills and each module of Mathematics Skills. As they progress through the College Skills courses students are permitted to enroll in some additional credit courses which have been approved by Department Chairpersons and Program Coordinators as appropriate at specific levels of reading and writing proficiency. Part-time students enroll in one of six levels of Communication Skills courses and counseling for a total of six contact/credit hours per semester.** They may also enroll in Developmental Course II or V for an additional two hours per week.

Students who have met the minimum competency in reading on the English Placement Examination but have not reached the minimum competency in writing are assigned to Introduction to College Writing (CSK 028). Those students who have met the minimum competency in writing but have not reached the minimum competency in reading are permitted to enroll in English Composition I, ENG 101 but they must also enroll concurrently in Efficient Reading CSK 029. In addition to regular sections of English Composition I, the College also offers several special emphasis sections. Often after passing into the mainstream College Skills students will enroll in ENG 101 EGR for additional academic support and ESL students will enroll in EN101 International designed for students for whom English is a second language.

Students enrolled in Communication Skills courses take all or part (reading/writing) of the English Placement Examination at the end of each semester until they have met the minimum competencies in reading and writing required for passing into the College mainstream. A modified mastery approach incorporating mediated instruction is utilized in Mathematics Skills. Therefore, students are not required to retake the Mathematics Placement Examination but they must master at 100% proficiency each module to which they have been assigned in Mathematics Skills before being permitted to take mainstream mathematics courses. Some students may achieve scores on the Mathematics Placement Examination which will permit them to enroll in Elementary Algebra for College Students MAT 101 with supplementary College Skills modules in Algebra Reinforcement CSK 049 as well.

New students assigned to ESL courses full time may be placed in one of seven levels of the course, English For Speakers of Other Languages (ESL 035 - 056), and in one of six levels of the course, ESL Reinforcement Module (ESL 800 - 821), based on their scores on various instruments including the English Language Institute Test. These courses incorporate objectives in speaking, listening, reading and writing. The ESL Reinforcement Module utilizes individual and some small group techniques as well as computer assisted instruction. Students may also enroll in Developmental Course IV which provides up to six hours of additional individual and group activities. Other ESL courses, Writing Module (ESL 071) and Reading Module (ESL 072), concentrate only on development of writing or reading skills. Students also enroll in various approved bilingual courses and others taught in English while taking ESL courses. Part-time students enroll in one of seven levels of ESL courses and Developmental Course IV for a total of 10 hours per semester.

Students enrolled in ESL courses take all or part (reading/writing) of the English Placement Examination at the end of each semester until they have met the minimum competencies in reading and writing required for passing into the College mainstream.

PHYSICAL FACILITIES

College Skills and English As A Second Language courses are offered at the College's main campus in Suffern and at two Local Learning Centers in Haverstraw and Spring Valley. The majority of the students served in Haverstraw are of Hispanic backgrounds while those enrolled at the Spring Valley campus are largely Haitian. The Haverstraw Center

located at 35-37 Main Street is in downtown Haverstraw while the Spring Valley Center is in a former elementary school at 185 North Main Street, just a few blocks from the downtown area.

Space is designated on Main Campus and at the two Centers for faculty and staff offices, classrooms and areas for individualized learning activities and CAI tutorials. On Main Campus individualized learning activities are provided in the Individualized Learning Activities Center and CAI tutorials are provided in the Computer Assisted Instruction Laboratory. Both the Haverstraw and Spring Valley Center have a Student Development Center which serves to support individualized learning activities and CAI tutorials.

SUPPLEMENTAL TUTORIAL SERVICES

While small group and individualized tutoring and CAI tutorials are provided for students enrolled in College Skills and English As A Second Language courses College resources are limited and are supplemented by funding provided through the Vocational Educational Act (VEA), Educational Opportunity Program (EOP) and the Special Services Project (SSP). Special Services Project funding is designed to assist those students assigned to College Skills who are low income, first generation college students and who are the most severely educationally disadvantaged or who have the most severely limited English speaking ability among the CS/ESL student population but who have the academic potential to graduate from college.

Monies from the VEA Disadvantaged grant focus on services for disadvantaged students enrolled in College Skills or ESL courses to enable them to be successful in occupational education programs. Educational Opportunity Program funds prOvide educationally related support services and financial assistance to those students whose educational and economic circumstances have limited their post secondary education opportunity.

SPECIAL SERVICES PROJECT TUTORIAL FORMS

SPECIAL SERVICES
PRESCRIPTION FORM

STUDENT____________________________ C.S.________

INSTRUCTOR_________________________ E.S.L._______

SEMESTER F____ S____ 19____

DATE	SKILL PRESCRIPTION	RECOMMENDED MATERIALS

SPECIAL SERVICES TUTORIAL LOG

STUDENT________________________________ C. S.__________

SEMESTER: F______S______19_____ E. S. L.__________

DATE	TIME	TASKS	COMMENTS

TOTAL HOURS ____________________

SPECIAL SERVICES PROJECT

Tutorial Progress/Attendance Report

Student : ____

Class : ____

Instructor : ____

Attendance : ____

____

____

Progress/Comments: ______________________________________

____

____

____

____

Tutor

SPECIAL SERVICES

Student Survey

Please help us evaluate the tutoring program by reading the following statements. Circle the answer that best describes your opinion.

1. My tutor wants to help me. Yes No Sometimes

2. My tutor starts the session on time. Yes No Sometimes

3. My tutor answers my questions. Yes No Sometimes

4. My tutor gives me work that I need. Yes No Sometimes

5. My tutor is a good teacher. Yes No Sometimes
Comments

6. I can read better because of the tutoring. Yes No Sometimes

7. I can write better because of the tutoring. Yes No Sometimes

8. The books and workbooks were helpful. Yes No Sometimes
Which ones?

9. The computer materials were helpful. Yes No Sometimes
Which ones?

10. The language tapes were helpful. Yes No Sometimes
Which ones?

11. What was most helpful in improving your reading and writing?

12. What suggestions do you have for improving the tutoring?

____

____

____

____

13. Is there anything else you'd like to tell us about the tutoring?

____

____

____

____

SPECIAL SERVICES DATA SHEET

SEMESTER: Fall____Spring____

DATE:

COMMUNICATION SKILLS

SECTION NO.______________

ESL

SECTION NO.______________

STUDENT DATA:

Name____________________________________Age______________

Address__________________________Town______________Zip__________

Phone #__________________Soc. sec.#__________________Sex__________

EDUCATIONAL HISTORY:

Please check the responses as they apply to you.

1. In what semester are you at Rockland Community College?

_____1st
_____2nd
_____3rd
_____4th

2. Please check the one that applies to you.

_____Part time Student
_____Full time Student

3. Have you ever attended another college ?

_____Yes. Which College ? ______________________For How Long?________
_____No.

4. High School attended____

5. Did you graduate from high school ?

_____Yes. When_________________
_____No. At what grade did you stop ?______________________________

6. If you did not graduate, are you planning to get your high school diploma by attending Rockland Community College ?

_____Yes
_____No

EMPLOYMENT:

7. Do you work ?

_____Yes. What Kind of Work ?______________________________

How many hours per week do you usually work ?__________

_____NO.

FAMILY:

8. Please check your present living arrangements.

_____Married
_____Living Alone
_____Living With Parents
_____Other: Please Specify.______________________________

9. Please check the response which indicates the highest level of education attained by your parents:

FATHER		**MOTHER**
__________	did not attend high school	__________
__________	attended high school but did not graduate	__________
__________	graduated from high school	__________
__________	attended college (Two or Four Year)	__________
__________	graduated from 2 year college with degree or certificate	__________
__________	graduated from a 4 year college with a Bachelors degree	__________
__________	attended graduate or professional School	__________

MISCELLANEOUS:

10. Are you currently receiving financial aid from the college ?

_____Yes
_____No

CITIZENSHIP STATUS:

11. Check one:

_____U. S. Citizen
_____Permanent Visa
_____Temporary Student Visa
_____Other (please specify ______________________________)

GOALS:

12. How long do you expect to be a student at Rockland Community College ?

_____One Semester
_____Two Semesters
_____Three Semesters
_____Four Semesters
_____Five or more Semesters

13. Please check the ethno-racial background that applies to you.

_____American Indian/Alaska Native
_____Asian/Pacific Islander
_____Black (other than Hispanic)
_____Hispanic
_____White (other than Hispanic)

14. Are you a veteran ?

_____Yes
_____No

Student Signature

Revised.
PG:CD:10/87

RELATED JOURNAL ARTICLES

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Author: R. Baird Shuman

Journal: Journal of Reading: January 1989

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TITLE: 10 Steps:Controlled Composition for Beginning and Intermediate Language Development
AUTHOR: Gay Brookes, Jean Withrow

PUBLISHER: Alemany Press-Janus Book Pub.

No. OF COPIES: 30 (1 Teacher Manual)

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: For basic beginning level student. Consists of short selections followed by graded steps in controlled composition.

Has student record sheet at end of text.

TITLE: 101 Word Games

AUTHOR: George P. McCallum

PUBLISHER: Oxford Press

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Games fpr ESL classrooms to encourage spontaneous & creative use of English.

TITLE: 26 Steps: Controlled Composition and Advanced Language Development

AUTHOR: Linda Ann Kunz

PUBLISHER: Alemany Press-Janus Book Pub.

No. OF COPIES: 30 (1 Teacher Manual)

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: For intermediate-advanced ESL or mainstream remedial English. 49 model passages offer practice in basic writing conventions

as well as exposure to different ways of improving writing.

TITLE: 30 Passages: Comprehension Practice for High Intermediate & Advanced Students

AUTHOR: Donn Byrne, Edwin Cornelius Jr.

PUBLISHER: Longman

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For high intermediate and advanced level students. Consists of material for skills in written and oral comprehension.

Divided into 3 sections: reading passages, recall exercises, aural comprehension. Exercises follow each passage - have very specific directions.

TITLE: A Handbook for ESL Literacy

AUTHOR: Jill Bell,Barbara Burnhby

PUBLISHER: Oise Press

No. OF COPIES: 1

LEVEL:

GENERAL: **GRAMMAR:** **LANGUAGE:** **LISTENING:** **POETRY:**

READING: **REFERENCE:** **TUTOR RESOURCE:** Y **VOCABULARY:** **WRITING:**

LOCATION: Main

DESCRIPTION: Book is intented to provide a practical guide to the teaching of reading and writing skills to adults.

TITLE: A New Start: A Functional Course in Basic Spoken English and Survival Literacy

AUTHOR: Linda Mrowicki,Peter Furnborough

PUBLISHER: Dormac Inc.

No. OF COPIES: 1 Student bk.,1 Teacher,4 cass.,1 Literacy wkbk.-1
1 Literacy wkbk.-2

LEVEL:

GENERAL: **GRAMMAR:** **LANGUAGE:** **LISTENING:** Y **POETRY:**

READING: **REFERENCE:** **TUTOR RESOURCE:** **VOCABULARY:** **WRITING:**

LOCATION: Main

DESCRIPTION: For beginning ESL. Teaches basic survival English vocabulary in everyday life situations such as: asking directions,

counting change,requesting information.
Tapes: 1-Units 1-24
2-Units 25-62
3-Units 62-84
4-Units 84-105

TITLE: A Practical Guide to the Teaching of English as a Second or Foreign Language

AUTHOR: Wilga Rivers, Mary S. Temperley

PUBLISHER: Oxford

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: A methodology text where every aspect of language learning that contributes to effective language use is discussed:

oral communication, pronunciation, grammar instruction, listening comprehension, reading comprehension and writing. Each chapter begins with theoretical discussion followed by example and exercises.

TITLE: A Pronouncing Dictionary of American English

AUTHOR: John S. Kenyon, Thomas A. Knott

PUBLISHER: Merriam-Webster

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: Y TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: A guide to pronunciation using the Intermediate Phonic Alphabet.

TITLE: A Very Simple Grammar of English

AUTHOR: Celia Blissett, Katherine Hallgarten

PUBLISHER: Language Teaching Publications

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For beginning and intermediate ESL. Presents basic grammatical patterns of English with numerous examples

and simple explanantions. Includes idiomatic verbs.

TITLE: Action English Pictures - Activities for Total Physical Response

AUTHOR: Maxine Frauman-Prickel

PUBLISHER: Alemany Press-Janus Book Pub. Inc.,

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Consists of picture sequences divided into 7 units: A.M.-P.M., Health and Safety, At Home, Going Out etc..

Each unit is introduced by model lesson with duplicatable exercise sheet. Introduction gives good practical guide of how to use text.

TITLE: Advanced English Vocabulary: Workbook 2 A

AUTHOR: Helen Barnard

PUBLISHER: Newbury House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: Y WRITING:

LOCATION: Main

DESCRIPTION: Advanced ESL. Stresses vocabulary,word study,dictation exercises and passages,reading passages,vocabulary tests.

TITLE: AKL: American Kernel Lessons

AUTHOR: Robert O'Neill

PUBLISHER: Longman

No. OF COPIES: 1 set Beg.,1 set Intermed., 1 set advanced

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Each set includes student book,tests,workbook; teacher manual,cassettes for beg. level. Follows structural

progression with specific communication goals such as: making introductions,giving instructions,making requests and suggestions. Presents and reinforces language of everyday use.

TITLE: American Streamline Destinations

AUTHOR: Bernard Hartley and Peter Viney

PUBLISHER: Oxford University Press

No. OF COPIES: 1 with cassette

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION; Intended for advanced students.

TITLE: American Streamline Departures

AUTHOR: Hartley & Viney

PUBLISHER: Oxford University Press

No. OF COPIES: 1 with cassettes

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION; For beginning students. Consists of pictoral and oral exercises.

TITLE: American Streamline Connections

AUTHOR: Bernard Hartley and Peter Viney

PUBLISHER: Oxford University Press

No. OF COPIES: Cassettes

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Intended for intermediate students, the emphasis is on development of oral skills and units of everyday conversations

have been included to emphasize the practical nature of the language. Each unit is laid out with drawings, illustrations or photos.

TITLE: Apparitions

AUTHOR: John Warner & Margaret Warner

PUBLISHER: Jamestown

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: 21 stories of ghosts, spirits and mysteries manifestations with exercises for developing critical reading skills.

TITLE: Around the World - Pictures for Practice - Book 2

AUTHOR: Marjorie Fuchs, Mark Fletcher, David Birt

PUBLISHER: Longman

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: 1

DESCRIPTION: Consists of eighteen picture sequences for language practice at intermediate level. Each series depicts story of immediate

and contemporary interest followed by exercises and activities aimed at vocabulary development, grammar practice, development of oral and written skills.

TITLE: Around Town: Situational Conversation Practice

AUTHOR: Michael Ockenden,Timothy Jones

PUBLISHER: Longman

No. OF COPIES: 1 text,1 cassette

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For beginning ESL to low Intermediate. Book is divided into 44 situations consisting of 4 short,informal dialogues

with different responses to each situation.
Tape- Units 1-44

TITLE: Attitudes Through Idioms

AUTHOR: Thomas W.Adams, Susan Kuder

PUBLISHER: Newbury House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: Y LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For intermediate to advanced ESL. Introduces American idioms and provides insight into North American cultural

attitudes. Units are organized around attitudes such as: Responsibility, Hard Work, Happiness, Privacy,Co-operation, Independence.

TITLE: Back & Forth

AUTHOR: Adrian Palmer,Theodore Rodgers,Judy Winn-Bell Olsen

PUBLISHER: Alemany Press,Janus Book Pub.

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For intermediate ESL students. Contains exercises designed to improve listening and speaking skills. Students work

on pair activities which stress oral communication & pronunciation.

TITLE: Basic English for Adult Competency

AUTHOR: Autumn Keltner,Leann Howard,Frances Less

PUBLISHER: Prentice Hall

No. OF COPIES: 2 - 1 student, 1 Teacher

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Teaches functional Language for ESL students who may or may not be literate in their own language. Introduces simple,relevant communication with illustrations and contains activities such as role play, pair practice. Student text consists primarily of visuals with 8 units identical to Eng. for Adult Comp.Bk.1 & Bk.11,so can be used as orientation course,intro. to Bk.1,or suppl.text.

TITLE: Basic English Grammar

AUTHOR: Betty Azar

PUBLISHER: Prentice Hall

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION For lower level ESL. Also for review with lower-intermediate students. Units organized around groups of related structures. Text should be taught in order of presentation. Written and oral exercises provided.

TITLE: Beat Not the Poor Desk: Writing:What to Teach,How to Teach it and Why
AUTHOR: Marie Ponsot,Rosemary Deen

PUBLISHER: Boynton

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Book teaches writing inductively. The writer discovers a set of essential skills through the act of writing. Text gives practical examples.

TITLE: Before Book One: Listening Activities for Pre-beginning Students of English
AUTHOR: John Boyd,Mary Ann Boyd

PUBLISHER: Prentice Hall - Regents

No. OF COPIES: 1 student wkbk., 1 teacher manual

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For intro.ESL or beginning literacy. Based on philosophy that listening & comprehension skills are prerequisite to oral skills. Book presents listening & nonverbal response activities. Teacher's Manual presents very detailed instructions of how to use text.

TITLE: Before the Bell Rings

AUTHOR: Gregory Stricherz

PUBLISHER: Alemany Press

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: This book focuses on developing the listening skills of understanding and following directions. Subject areas include spelling, basic math and spatial relationships.

TITLE: Beginning Lessons in English (Dixson Series)

AUTHOR: Isobel Fisher, Robert Dixson

PUBLISHER: Regents Publishing Inc.

No. OF COPIES: 1 A, 1 B

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Emphasis is on oral language using sentence patterns. Is to be used with Regents English Workbook.

TITLE: Breaking Rules: Generating & Exploring Alternatives in Language Teaching

AUTHOR: John F. Fanselow

PUBLISHER: Longman

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: A teacher text based on the author's philosolphy of education-using a system of communications called"focus"-

that contains 5 characteristics of communication. Is interesting book but difficult to follow.

TITLE: Bridge the Gap

AUTHOR: Jami Ferrer, Patty Werner

PUBLISHER: Alemany Press, Janus Book Publishers Inc.

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Aims to elicit meaningful language from students while focusing on specific grammatical structures. Contains

variety of exercises presented in step-by-step way and a "3 tier approach" gearing activities to different ability levels. Each lesson presents structure, function, task and time allowed.

TITLE: Bridges

AUTHOR: Beth Snyder and Barbara Auerbach

PUBLISHER: Harcourt Brace Jovanovich Inc., 1986

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Writing and grammar for low-intermediate students. Each chapter contains a topic to stimulate discussion, exercises and suggestions for paragraph writing.

TITLE: Can't Stop Talking:Discussion Problems for Advanced Beginners & Low Intermediates

AUTHOR: George Rooks

PUBLISHER: Newbury House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Each unit is comprised of 5 sections presenting: 1. vocabulary, 2. reading passage utilizing the vocab., 3. topics for class consideration, 4. exercises in which students suggest & record their opinions, 5. follow-up for class discussion.

TITLE: Cause and Effect: Intermediate Reading Practice & Ins. Manual

AUTHOR: Patricia Ackert

PUBLISHER: Newbury House

No. OF COPIES: 1 of each

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For students who know the basic structures of English and who have a 2000 word vovabulary. Exercises provide

practice with vocabulary, comprehension, inference, main idea, cause and effect, context clues, scanning, sequence, summarizing, word forms, articles, prepositions, 2 word verbs, compound words, connecting words, noun substitutes. Ans. key in part A. Series of tests in part B.

TITLE: Challenger: Adult Reading Series Vol. 1-5

AUTHOR: Corea Murphy

PUBLISHER: New Readers Press

No. OF COPIES: 1 of each (5)

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Each level contains lessons presented systematically. Each lesson contains a brief reading passage, a word

study list, and exercises with a review word list at selected levels.
Ans. key to books 1-5.
Teachers Manual for vol. 1-5.

TITLE: Checklists for Vocabulary Study

AUTHOR: Richard Yorkley

PUBLISHER: Longman

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: Y WRITING:

LOCATION: Main

DESCRIPTION: Lists many of the most common and useful words and puts them into patterns of formation. Book emphasizes different forms of common words using root approach.

TITLE: Classroom Techniques: Foreign Language and ESL

AUTHOR: Edward D.Allen,Rebecca M.Valette

PUBLISHER:

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Instructor's handbook. Discusses techniques for preparing material,classroom management,grammar & vocabulary.

TITLE: Cloze Encounters: ESL Exercises in a Cultural Context

AUTHOR: Thomas Buckingham, Richard Yarkley

PUBLISHER: Prentice Hall

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Supplemental workbook for intermediate ESL, or students who need paractice in grammar and vocabulary.

TITLE: Coming to America

AUTHOR: Bruce Coleman & Josephine Hileman

PUBLISHER: Newbury House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For basic intermediate. Anthology of stories written by recent immigrants. Each story is followed by comprehension exercises.

TITLE: Communicative Ideas

AUTHOR: David Norman,Ulf Levihn,Jan Anders Hedenquist

PUBLISHER: Language Teaching Publications

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For ESL teachers. Provides a wide range of practical and imaginative ways of adding variety to language teaching methods. Stresses student participation and creativity. many language activities.

TITLE: Communication & Culture: Reading-Writing Text

AUTHOR: Joan Young Gregg

PUBLISHER: Wadsworth (1985)

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION:
- For advanced ESL/Dialect.
- Each chapter introduces a key term or concept with specific exercises, contains vocabulary exercises.
- Also contains reading comprehension exercises, writing exercises, a group activity and suggested composition topics.
- Could be used as a Social Studies text.

TITLE: Comp: Exercises in Comprehension & Composition

AUTHOR: L. G. Alexander and E. T. Cornelius Jr.

PUBLISHER: Longman Inc. (1978)

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Provides guidance and training in development of writing skills - controlled composition. Divided into four sections

that parallel different stages of learning from beginning to advanced; therefore, book can be used over long or short term. Each section is preceded by introductory notes and reading passages are divided into 1) Simple Sentences, 2) Compound Sentences, 3) Complex, 4) Comprehension and Composition.

TITLE: Complete Course in English (Dixson Series)

AUTHOR: Robert Dixson

PUBLISHER: Regents

No. OF COPIES: 1 #1, 1 #2, 1 #3, (3)

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Practical course stressing conversational forms, vocabulary. Each unit includes oral practice, dialogue,

grammar,exercise section,reading and conversation section as well as a pronunciation section.

TITLE: Connections: Communicative Listening and Speaking Activities

AUTHOR: John R. Boyd,Mary Ann Boyd

PUBLISHER: Regents

No. OF COPIES: 1 Teacher Edition, 1 Student book

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For intermediate & low advanced ESL. Contains 20 one-sided telephone conversations when student must supply

the other part. Aim is to help student listen to and respond to tone, intention and context. Each unit consists of 5 tasks: listening comprehension,speaking,clarification-vocabulary.

TITLE: Consonants Sound Easy!

AUTHOR: Sharron BassanO

PUBLISHER: Alemany Press-Janus Book Pub. Inc.

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Phonics Workbook for beginning ESL. Aims to introduce the 21 English consonants. Gives detailed instructions

of how to use text.

TITLE: Copy, Combine and Compose: Controlling Composition

AUTHOR: Gonzalez, Cruz, Thomson

PUBLISHER: Wadsworth (1983)

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Emphasizes three C's - copy, combine, compose. Divided into units that include: Practicing basic skills, writing for

specific audience, using ideas of others, combining sentences purposefully.

TITLE: Decisions

AUTHOR: Barbara Bowers, John Godfrey

PUBLISHER: Dominic Press Ltd.

No. OF COPIES: 1 Teacher Edition, 1 Student

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: Y LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Text allows for varying skills and rates of abilities: ESL and ABE. 16 chapters present problems in anecdotal

form containing role play activities and composition topics.

TITLE: Decisions Decisions

AUTHOR: Barbara Bowers

PUBLISHER: Dominic Press Ltd.

No. OF COPIES: 1 Teacher Edition, 1 Student text

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: Y LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For ESL or basic English education,high intermediate-advanced. Is sequel to Decisions. Provides controlled

and free practice in oral and written English through use of anecdotes illustrating universal interests such as: frustration, single parenthod, sexism, with role play activities and pre-composition topics pertaining to the issue.

TITLE: Developing Reading Skills

AUTHOR: Linda Markstein & Louise Hirasawa

PUBLISHER: Newbury House

No. OF COPIES: 2 and Ans. Key

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Intermediate. Emphasizes guided reading practice and the development of reading speed. Passages are followed

by comprehension questions, cloze, synonyms, punctuation, preposition and verb complete exercises. Topics for discussion and composition also follow each of the selections.

TITLE: Developing Reading Skills

AUTHOR: Linda Markstein, Louise Hirasawa

PUBLISHER: Newbury House

No. OF COPIES: 2 and Ans. key

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Advanced. Same as intermediate.

TITLE: Developing Vocabulary Skills

AUTHOR: Dennis Keen

PUBLISHER: Newbury House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: Y WRITING:

LOCATION: Main

DESCRIPTION: High intermediate to advanced ESL. Vocabulary exercises using several skills for vocabulary enrichment: affixes, roots,paragraphs,essays.

TITLE: Dictionary of American English: For Learners of English

AUTHOR:

PUBLISHER: Longman

No. OF COPIES: 1 Hardcover, 1 Softcover

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: Y TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Contains useful information for ESL with good introduction of how to use a dictionary.

TITLE: Disasters

AUTHOR: Draner

PUBLISHER: Jamestown

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Stories and exercises for developing critical reading skills.

TITLE: Dormac Easy English Dictionary - with Dictionary Guide

AUTHOR: Dorothea Baker, Constance Bettino

PUBLISHER: Dormac

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: Y WRITING:

LOCATION: Main

DESCRIPTION: Dictionary for students with limited reading and comprehension abilities. Contains simple definitions and many illustrations

TITLE: Dyad Learning Program: Tutor's Book- Prepositions

AUTHOR: Alice Pack

PUBLISHER: Newbury House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Y

DESCRIPTION: Uses student interation,clozure,individual pacing and provides cooperative,competitive environment to teach prepositions. Word order is mastered by sentence pattern.

TITLE: Elementary Composition Practice

AUTHOR: Linda Lonon Blanton

PUBLISHER: Newbury House

No. OF COPIES: Book 1:2 Book 2:1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Book 1: Intended for ESL students on an elementary proficiency level. Each unit contains an illustrated reading passage, followed by exercises on comprehension, grammar, vocabulary, organization or writing skills. Not self-instructional. Book 2: Same format - reinforces lessons taught in Book 1.

TITLE: Encounters

AUTHOR: Paul Pimsleur, Donald Berger and Beverly Pimsleur

PUBLISHER: Jamestown

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Advanced. Reading adapted from magazines and newspapers.

TITLE: English for Adult Competency Book 11

AUTHOR: Autumn Keltner,Leann Howard,Frances Lee

PUBLISHER: Prentice Hall

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Intended for students who have had 1 yr. of English. Basic guide for oral language patterns and vocabulary required in real life situations.

TITLE: English for Adult Competency Book 1

AUTHOR: Autumn Keltner,Leann Howard,Frances Lee

PUBLISHER: Prentice Hall

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For limited or non-English speaking adults. Is basic guide for oral language patterns & vocabulary required in real-life situations. Book 1 is aimed at development of listening,speaking skills.

TITLE: English Grammar Digest

AUTHOR: Trudy Aronson

PUBLISHER: Prentice Hall

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For intermediate to advanced students. Text progresses from grammatical structures to proper forms in sentence writing. Answer key provided.

TITLE: English Structure in Focus: Book One

AUTHOR: Polly Davis

PUBLISHER: Newbury House (1987)

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Contextual grammar text for ESL students aimed at intermediate learners. Divided into lessons organized around a theme with exercises. Grammatical content focuses on verb system and formation of complex sentences.

TITLE: English Through Poetry

AUTHOR: Mary Ann Christison

PUBLISHER: Alemany Press-Janus Book Pub..

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: Y LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For beginning to intermediate ESL. Poetry to improve reading skills, develop vocabulary and promote interest

in and enjoyment of language. Includes writing and speaking activities using pictures, objects, pantomine etc. individually and in groups.

TITLE: English Verb (The): An exploration of Structure and Meaning

AUTHOR: Michael Lewis

PUBLISHER: Language Teaching Publications

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Y

DESCRIPTION: For teachers of English or ESL who are interested in structure of the English verb. Contains discussion of many classroom

problems and new ideas for the teaching of Grammar.

TITLE: ESL Grammar Workbook 2

AUTHOR: Allan Dart

PUBLISHER: Prentice Hall

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For high-intermediate ESL. A structured grammar review drill book.

TITLE: ESL Grammar Workbook 1

AUTHOR: Allan Dart

PUBLISHER: Prentice Hall

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For low-intermediate ESL. A structured grammar review drill book.

TITLE: ESL Grammar Exercise Books (1A,1B,2A,2B)

AUTHOR: Allan Dart

PUBLISHER: Prentice Hall

No. OF COPIES: 1 each

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For beginning to intermediate ESL. Each exercise begins with grammatical explanations.

TITLE: Everyday English Student Book 2A & 2B with Teacher's Guide

AUTHOR: Johnnie Pratt & The Asian Newcomer's Parent Program

PUBLISHER: Alemany Press

No. OF COPIES: 1 of each (series)

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Same as Everyday English Book 1.

TITLE: Everyday English   Student Book 1 with Teacher Guide

AUTHOR: Johnnie Pratt & The Asian Newcomers Parent Program

PUBLISHER: Alemany Press

No. OF COPIES: 1 (series)

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For low level ESL who have little or no previous English instruction. The topics discussed are ones

needed to survive and communicate in the students' communities.

TITLE: Expanding Communication

AUTHOR: Gloria Russo

PUBLISHER: Harcourt Brace Jovanovich

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Y

DESCRIPTION: Instructor's manual that explains the philosophy and principles of teaching ESL.

TITLE: Face to Face: The Cross-Cultural Workbook

AUTHOR: Virginia Zanger

PUBLISHER: Newbury House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Uses interactional approach -structured interviews. Consists of chapters focused on a topic such as attitudes towards

Time, Youth ,Culture and follow the same format of 1.Preparation, 2.Interview and analysis, 3.Add activities.

TITLE: Fact and Fancy

AUTHOR: Lucette Rollet Kenan

PUBLISHER: Harcourt, Brace and Jovanovich

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For early intermediate students. Uses articles and stories adapted from newspapers and magazines.

TITLE: Facts and Figures: Basic Reading Practice

AUTHOR: Patricia Ackert

PUBLISHER: Newbury House

No. OF COPIES: 1 and 1 Instructors Manual

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Beginning ESL reader for 300 word vocabulary teaches an additional 500 words. Teaches reading skills, comprehension,

main idea, vocabulary in context. Consists of nine units with short passages based on the theme such as animals, plants, etc... Lessons should be done in order as vocabulary is introduced gradually. Instructors Manual contains Ans. Key and unit exams.

TITLE: Fast Forward: Longman Intermediate Listening Series Book 2

AUTHOR: Paula Tassman,Suzanne Twares

PUBLISHER: Longman

No. OF COPIES: 1 with tapes

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Presents listening & speaking activities. Development of effective listening strategies is encouraged by

exercises that highlight predicting,listening with a purpose,listening for specific details,for global meaning.

TITLE: Final Clusters Sound Easy!

AUTHOR: Sharron Bassano

PUBLISHER: Alemany Press,Janus Book Pub., Inc.

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Phonics workbook for beginning ESL. Aim is to provide medium for listening,speaking,reading and writing

practice of 103 most common,final consonant clusters. Has detailed instructions of how to use text.

TITLE: Focus on Composition

AUTHOR: Ann Raimes

PUBLISHER: Oxford (1978)

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Designed for intermediate-advanced level. Fourteen chapters are devoted to rhetorical modes and methods of development and

to syntactic structures. Each chapter contains title page, introduction, and a core composition writing assignment.

TITLE: From the Start: Beginning Listening Book 1

AUTHOR: Joan Huizenga

PUBLISHER: Longman

No. OF COPIES: 1 (2 Tapes)

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: A listening comprehension text intended for students who have little or no exposure to English. Text is based on

photos to facilitate vocabulary and comprehension in everyday situations.
Tapes: Cassette 1-Units 1-8
Cassette 2-Units 9-16

TITLE: Functioning in English

AUTHOR: David Mendelson,Rose Laufer,Jura Seskus

PUBLISHER: Dominie Press Ltd. Hodder & Stoughton Pub.

No. OF COPIES: 1 Teacher's Manual, 1 Student text

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Designed to teach main communication skills: requesting and giving of directions,expression of likes and dislikes,

making "small talk",giving descriptions. Activities can be integrated with other skill materials-such as writing.

TITLE: Fundamentals of English Grammar

AUTHOR: Betty Azar

PUBLISHER: Prentice Hall

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Lower-intermediate to intermediate grammar

TITLE: Gaining Ground: Intermediate Grammar

AUTHOR: Cathleen Cake, Holly Rogerson

PUBLISHER: Newbury House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For intermediate and advanced ESL,(TOEFL score 400 or above). Grammar points are presented in a

conversational context. Following each example is an explanation of grammar pattern. Includes sequenced exercises.

TITLE: Gallery

AUTHOR: Paula Fassman, Suzanne Seymour Tauaren

PUBLISHER: Oxford Press (1982)

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: One-book course leads students through a series of entertaining and thought-provoking situations designed to

develop speaking, listening, reading and writing skills. Each unit integrates a specific grammatical structure with natural language. Student activities include transformation drills, role playing, free composition. Teacher notes and chapter summaries (for students) are provided.

TITLE: Games Language People Play

AUTHOR: Jerry Steinberg

PUBLISHER: Dominie Press Ltd..

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: Y LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Contains 110 games that can be played in the classroom for reinforcement,review,reward,relaxation,to retain information

and provide motivation. Each game title covers certain linguistic skills and is suited to specific learning levels.

TITLE: Gateway - A cross-curricular and writing book

AUTHOR: Len Fox

PUBLISHER: Harcourt Brace Janovowich

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Prepares students for college-level reading and writing. Readings are selected to be of interest to ESL students.

However, their universal themes are equally interesting to non ESL students. The skills selections and exercises are appropriate for all students interested in developing their reading and writing skillls.

TITLE: Getting Together: An ESL Conversation Book

AUTHOR: Susan Stempleski,Alison Rice,Julia Falsetti

PUBLISHER: Harcourt Brace Jovanovich

No. OF COPIES: 5

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: A conversation text for high beginning to low intermediate ESL. Used to help students learn to communicate effectively

in spoken English in real-life situations. Book focuses on task-oriented and information-sharing activities for pairs and small groups.

TITLE: Graded Exercises in English (Dixson English Series)

AUTHOR: Robert Dixson

PUBLISHER: Regents

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Exercises on verb tenses, parts of speech, punctuation Answer key provided.

TITLE: Great American Stories 1 : An ESL/EFL Reader

AUTHOR: C.G. Draper

PUBLISHER: Prentice Hall

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Seven adaptions of famous classic American writers with exercises in reading skills, vocabulary, grammar, and writing.

TITLE: Health Occupations-Career Explorations

AUTHOR: John Latkiewicz, Colette Anderson, and Susan Dyer

PUBLISHER: Heinemann Educational Books

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Acquiants Low and Intermediate level ESL students, and native speakers with low level reading skills, with a variety of occupations which require only short-term training. Contains text vocabulary definitions and comprehension questions.

TITLE: Idiom Drills: for Students of ESL

AUTHOR: George McCallum

PUBLISHER: Harper & Row

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: Y LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Each lesson contains 6 new idioms with definitions and illustrative sentences. Idioms are practiced in a dialogue, and oral exercise and written exercise.

TITLE: Issues in Second Language and Cross-Cultural Education: The Forest Through the Trees
AUTHOR: GailL Nemetz Robinson

PUBLISHER: Heinle & Heinle Pub.

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: A collection of studies into second and foreign language education to uncover and solve problems in language learning.

TITLE: Just A Minute! (Game)

AUTHOR: Elizabeth Claire

PUBLISHER: Eardley Publications

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For low-intermediate ESL and up. Fast-moving oral language game designed to increase speaking skills. Students use

cards to describe and guess words belonging to a common category.

TITLE: International Stories: A Conversation Reader to Improve your English

AUTHOR: Arlo T. Janssen

PUBLISHER: Prentice Hall

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For Intermediate students. Stories present basic elements of Eng.Conversation through logical progression. Stories

are short and consists of old Folk Tales as wellas contemporary pieces. Has detailed table of Contents, Outlining each story and summary of exercises.

TITLE: Interview

AUTHOR: Edwin T.Cornelius, Jr.

PUBLISHER: Longman

No. OF COPIES: 1 with cassette

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Set of advanced listening practice materials based on unrehearsed interviews of people talking about their

jobs followed by series of exercises and readings.
: Tape (1-10)

TITLE: Intermediate Composition Practice

AUTHOR: Linda Lonon Blanton

PUBLISHER: Newbury House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Book 1 - ESL low-mid intermediate students. Lessons are sequenced. Each unit contains a short text that illustrates a certain type of written communication. Emphasizes options and choices writers have. This book should be used after Elementary Composition Practice. Book 2: High intermediate ESL composition exercises formated the same as Book 1.

TITLE: Intermediate Listening Comprehension

AUTHOR: Patricia Dunkel,Phyllis Lim

PUBLISHER: Newbury House

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: An intensive training program in listening fluency development.

TITLE: Initial Clusters Sound Easy ! A Phonics Workbook for Beginning ESL Students

AUTHOR: Sharron Bassano

PUBLISHER: Alemany Press,Janus Book Pub.,Inc

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For beginning and intermediate ESL of non-academic backgrounds. Aims to provide medium for listening,

speaking,reading and writing practice of the 26 most common consonant clusters. Has detailed introduction of how to use text.

TITLE: Inquiries and Insights

AUTHOR: Stephen D.Krashen

PUBLISHER: Alemany-Janus Book Pub.

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Presents techniques for teachers of a second language; deals with the topics of immersion,bilingual education

and the power of reading.

TITLE: In Your Own Words: A Writing Skills Program for Adults

AUTHOR: Goldberg and Norman

PUBLISHER: Cambridge (1987)

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Volume 2 - Paragraph competency. Basic program for process of writing divided into chapters that give introduction to concept that is to be taught, explanations and examples of concept, series of exercises, writing activity. Has pre-test.

TITLE: In Your Own Words: A Writing Skills Program for Adults

AUTHOR: Seymour Goldberg, Jack Norman

PUBLISHER: Cambridge (1987)

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Volume 1 - Sentence Skills. Provides a basic writing program to help students in learning the process of writing. It will enable students to write better sentences, revise and edit sentences and to perform writing tasks on qualifying tests more effectively. Basic to sophisticated writing activities.

TITLE: In the Know-the informal reading series

AUTHOR: Michael P. O'Donnel & Margo Wood

PUBLISHER: New Readers Press

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: A supplementary reading program designed for use with students with reading disabilities. Reading

Selections are followed by comprehension questions and word-studey activities. Book 1 Non-readers or beginners. Book2 Students who have a limited reading vocab. uses basic decoding skills. 2nd and 3rd level. Book3 & 4 or 3rd & 4th level.

TITLE: In Touch: A Beginning American English Series 1-3

AUTHOR: Oscar Castro,Victoria Kimbrough

PUBLISHER: Longman

No. OF COPIES: 1 set for each level with tapes (2)

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Each set level contains workbook,student book,teacher manual. Workbook contains reading and writing exercises,games,puzzles

and other grammar activities. Student book contains short situational dialogues and completion exercises. Aim of series is to communicate needs,desires,questions,opinions,feelings. Tape: Side A-Unit 1-4, B-Unit 5-6, C-Unit 7-9, D -Unit 10 -12, Review Unit and Test.

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TITLE: In Good Company- (A Skill Building Reader)

AUTHOR: Anne Marie Drayton & Charless Skidmore

PUBLISHER: Addison-Wesley Publishing Co.

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For low intermediate to intermediate ESL students. A variety of fiction and non-fiction passages and

exercises to build reading comprehension, vocabulary, grammar and other language skills.

TITLE: In Print: Beginning Literacy Through Cultural Awareness

AUTHOR: Lynellyn D. Long,Janet Speigel-Podnecky

PUBLISHER: Addison-Wesley

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: For beginning ESL. Reading and writing activities to build up life survival skills and vocabulary. Contains

activities to increase communication skills.

TITLE: Impact! Book 1 Adult Literacy & Language Skills

AUTHOR: Janice C.Motta,Kathryn L.Riley

PUBLISHER: Addison-Wesley

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: Y LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For beginning ESL. Develops reading skills through reading and writing activities dealing with everyday

situations. Builds up vacabulary, increases life survival skills,facilitates oral communication.

TITLE: Improving Writing: A Positive Approach

AUTHOR: Alan Carty

PUBLISHER: Prentice Hall (1982)

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: System of practical writing with philosophy of learning by doing presented in a graded progression.

TITLE: Impact ! Book 3 Adult Reading Skills Development

AUTHOR: Janice C. Motta & Kathryn L. Riley

PUBLISHER: Addison-Wesley Publishing Co.

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Develops reading skills for Intermediate ESL students or native speakers who are intermediate adult readers.

Contains reading selections with follow-up reading comprehension questions and vocabulary check.

TITLE: Impact! Book 2 Adult Reading & Language Skills

AUTHOR: Janice C.Motta,Kathryn L.Riley

PUBLISHER: Addison-Wesley

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: Y LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For intermediate ESL or beginning adult readers. Develops reading skills by using reading and writing activities

dealing with everyday situations. Builds up vocabulary and increases life survival skills.

TITLE: Idioms in Action: A Key to Fluency in English

AUTHOR: George Reeves

PUBLISHER: Newbury House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: Y LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Deals with 150 of the most common English idioms. Provides practice in speaking and writing.

TITLE: Images: English for Beginners

AUTHOR: Guenther Zuern

PUBLISHER: Addison-Wesley

No. OF COPIES: 1 Level 1, 1 Level 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For beginning ESL students. Teaches communication skills through photographs in sequence that depict real-life situations and realistic dialogues.

TITLE: Look Again Pictures: for Language Development and Lifeskills

AUTHOR: Judy Winn,Bell Olsen

PUBLISHER: Alemany Press

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Contains 22 picture-pairs with problem solving activity to encourage communication skills. Pictures are

accompanied by text including context questions,language functions,lifeskills activities,language development exercises. Book has very detailed introduction of how to use text.

TITLE: Look Who's Talking! Acitivites for Group Interaction - Second Ed.

AUTHOR: Mary Ann Christison,Sharon Bassano

PUBLISHER: Alemany-Janus Book Pub.

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Contains 78 group interaction activities organized around 6 different strategies designed for intermediate -advanced

levels. Each of the strategies and corresponding activities are presented as a unit which begin with notes to teacher. Text has detailed introduction as how to use it.

TITLE: Little Stories for Big People

AUTHOR: Sol Gronshack

PUBLISHER: Regents

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Humorous stories that encourage discussion of experiences in English and build coloquial spoken vocabulary skills. Gives students the opportunity to talk about emotions and enriches the language experience of the ESL student.

TITLE: Live Action English: A Total Physical Response
Student/Teacher Text

AUTHOR: Elizabeth Romijin, Contee Seely

PUBLISHER: Alemany Press-Janus Book Pub., Inc.

No. OF COPIES: 2 (4 Tapes, Lessons 1-36)

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Is suited to a multi-level class of beginning - intermediate ESL. Consists of 66 series of commands that actually put into action by the class,thereby creating live situations. Is to be used in conjunction with other materials. Based on theory that active learning is more efficient.

TITLE: Listening in the Real World

AUTHOR: Michael A.Post,Robert K.Stratton

PUBLISHER: Lingual House Publishing

No. OF COPIES: 1 (Tapes-5)

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Designed to bridge the gap between formally enunciated classroom English and informal English. Helps student

decipher the " real world" English of reduced forms, assimilation etc..
Tapes 1A-5A
1B-5B

TITLE: Listening In & Speaking Out

AUTHOR: G.James,Charles Whitely,Shanon Bode

PUBLISHER: Longman

No. OF COPIES: 1 Intermediate, 1 Advanced

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Focuses on spontaneous spoken English. Activities are based on recordings: 1. unscripted monologues and

2. unrehearsed spontaneous discussion with 4 speakers exchanging opinions about specific topic. Aim is to develop listening comprehension skills by exposure to informal spoken language.

TITLE: Listen to Me! (with 4 tapes)

AUTHOR: Barbara H. Foley

PUBLISHER: Newbury House

No. OF COPIES: 1

LEVEL:

GENERAL: **GRAMMAR:** **LANGUAGE:** **LISTENING:** Y **POETRY:**

READING: **REFERENCE:** **TUTOR RESOURCE:** **VOCABULARY:** **WRITING:**

LOCATION: Main

DESCRIPTION: For low to high beginning ESL. Listening comprehension and discrimination -designed to develop effective listening skills through listening in context.

TITLE: Listening Transitions

AUTHOR: Michael A.Rost, Robert K.Stratton

PUBLISHER: Lingual House

No. OF COPIES: 1 (Tapes-3)

LEVEL:

GENERAL: **GRAMMAR:** **LANGUAGE:** **LISTENING:** Y **POETRY:**

READING: **REFERENCE:** **TUTOR RESOURCE:** **VOCABULARY:** **WRITING:**

LOCATION: Main

DESCRIPTION: Lessons (15) are based on functional dialogues and variety of practice exercises to promote listening and communication skills. Each lesson consists of vocabulary preview, pronunciation exercise, situational dialogue,comprehension questions, summarization,dialogue fill-in,transition dialogues.

TITLE: Lifelines: Coping Skills In English 1-4

AUTHOR: Barbara Foley,Howard Pommann

PUBLISHER: Prentice Hall-Regents

No. OF COPIES: 1 set

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For adult ESl from entry to low intermediate. Series is designed to teach coping skills. Each book contains 20

2 hour units covering 10 topics which are reintroduced throughout each book. Each unit is self-contained and gives practice in listening,speaking,reading and writing for small group or class.

TITLE: Line by LIne: English through Grammar Stories (1A,1B,2A,2B)

AUTHOR: Steven Molinsky,Bill Bliss

PUBLISHER: Prentice Hall

No. OF COPIES: 1 each

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Reading selections that provide reading and writing reinforcement of structure and vocabulary presented

in corresponding chapter of text Side by Side.(Can be used with or without this text.) Brief stories with illustrations and follow-up questions.

TITLE: Laubach Way to Reading: (Series)

AUTHOR: Laubach, Kirk, Laubach

PUBLISHER: New Readers Press (1981)

No. OF COPIES: Teachers Manuals and Skill Books 1-4: 1 each

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Book 1 - Sounds & Names of Letters - 0 level - 13 lessons
Book 2 - Short Vowel Sounds - Blends & Vowels - 15 lessons

Book 3 - Long Vowel Sounds, Introduction to Comp. - 24 lessons
Book 4 - Spelling Contractions
Series for illiterate to semi-literate adults that provides systematic development of basic skills. Each lesson includes: vocab dev't, phonic or struc'l anal of words, read'g sh story.

TITLE: Life Styles: An Intermediate American Series 1-3

AUTHOR: Ellen Shaw,Victoria Kimbrought,Susan Lanzano,Francisco Lozano, Jane Sturtevant,Abel Cardenas
PUBLISHER: Longman

No. OF COPIES: 1 of each set

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Each set consists of Student workbook, Student Text, Teacher's manual. Workbook contains reading,writing

exercises,puzzles and other individual activities. Student book presents language in context relating to student experience through oral and listening strategies.

TITLE: Laubach Way to Reading: Readers

AUTHOR: Laubach, Kirk, Laubach

PUBLISHER: New Readers Press

No. OF COPIES: 4 - 1 copy of each

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: IN THE VALLEY: Correlated to Skill Bk.1."Sounds and Names of Letters" CHANGES: for Skill Bk.2. "Short Vowel Sounds"

CITY LIVING: for Skill Bk.3. "Long Vowel Sounds"
PEOPLE AND PLACES: for Skill Bk.4. "Other vowel sounds and consonant spellings".

TITLE: Laubach Way to English: ESOL Series

AUTHOR: Jeanette Macero, Martha Lane

PUBLISHER: New Readers Press

No. OF COPIES: 1 copy of each (6)

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For ESL in conjunction with Laubach Way to Reading.
ESOL-Teacher manual for Skill Book 1

ESOL Illustrations,Skill Bk.1-shows students meaning of vocabulary and structures through conversational skills
ESOL-Teacher Manual & Illustration,Skill Bk.2
ESOL-Teacher Manual & Illustrations,Skill Bk.3

TITLE: Language Experience Approach to Reading (and Writing)

AUTHOR: Carol N. Dixon,Denise Nessel

PUBLISHER: Alemany

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For ESL teachers. Presents the Language Experience approach for language teaching. Contains classroom activities stressing oral communication and dictation.

TITLE: Laubach Way to Reading : SKILL BOOKS

AUTHOR: Laubach, Kirk, Laubach

PUBLISHER: New Readers Press

No. OF COPIES: 4 Teacher Manuals, 4 Skill Books

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Basic series for illiterate or semi-literate adults that provides systematic skill development. Each lesson includes vocabulary,phonics,reading of short story,comprehension checks and writing practice. Begins with sounds & progresses in difficulty. Skill Bk.1-Sounds,names of letters;2.-Short vowel sounds;3.-Long vowel sounds & introduction to composition; 4.-Spelling contractions.

TITLE: Making Sense in English: Intermediate Grammar in Context

AUTHOR: Ruth Pierson,Susan Vik

PUBLISHER: Addison-Wesley

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Grammar text for intermediate ESL. Uses stimulating adult contexts to present and practice grammar structures important in spoken and written English.

TITLE: Modern English: A Practical Reference Guide

AUTHOR: Marcella Frank

PUBLISHER: Prentice Hall

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Detailed information on current English usage.Emphasis on written English, both formal and informal.

TITLE: Modern English: Exercises for Non-Native Speakers,Part 11 - Sentences & Complex Structures
AUTHOR: Marcella Frank

PUBLISHER: Prentice Hall

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Has final review section of all structures. Each exercise gives practice in combining sentences.

Has section for TOEFL preparation.

TITLE: Modern English: Exercises for Non-Native Speakers,Part 1-Parts of Speech
AUTHOR: Marcella Frank

PUBLISHER: Prentice Hall

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Carefully presented exercises that offer systematic approach to English practice. Contains chapter review,

objective tests. Chapters begin with chart outlining structural features of the parts of speech.

TITLE: Monsters

AUTHOR: Dan Dramer

PUBLISHER: Jamestown

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Book is divided into 3 groups ranging from 6th-8th grade level. The highly motivational selections begin with a photo

or illustration and a brief introduction. The story is next, followed by comprehension exercises,including main idea and making inferences.

TITLE: More Fables

AUTHOR: Aesop adapted by Judy Paris & Mary Ann McGlinn

PUBLISHER: Dormac

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For students with limited reading comprehension. Fables are retold in simple form with comprehension & vocabulary

questions. Each Fable is followed by the moral and an explanation of it. Also contains"application stories" showing real-life situations to which the morals apply.

TITLE: Myths

AUTHOR: Judy L.Paris, Sandra Tracy

PUBLISHER: Dormac

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Beginning level introduction to Greek and Roman mythology. Contains comprehension and vocabulary execises.

TITLE: Now Hear This!

AUTHOR: Barbara H.Foley

PUBLISHER: Newbury House

No. OF COPIES: 2 (Tapes- 4)

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For high beginning to low intermediate ESL. For listening comprehension and discrimination. Emphasis is on listening in context.

TITLE: Our Global Village

AUTHOR: Angela Labarca,James M.Hendrickson

PUBLISHER: Harcourt Brace Jovanovich

No. OF COPIES: 1

LEVEL:

GENERAL: **GRAMMAR:** **LANGUAGE:** **LISTENING:** **POETRY:**

READING: Y **REFERENCE:** **TUTOR RESOURCE:** **VOCABULARY:** **WRITING:**

LOCATION: Main

DESCRIPTION: Low-intermediate ESL or developmental English. Purpose is to aid student through active participation in variety of activities. Book contains reading selections on universal topics of cross-cultural interest and a wide variety of exercises on comprehension vocabulary,pronunciation, grammar.

TITLE: Oxford Picture Dictionary of American English Beginners Workbook

AUTHOR: Patricia E. Zevin

PUBLISHER: Oxford University Press (1986)

No. OF COPIES: 1

LEVEL:

GENERAL: **GRAMMAR:** **LANGUAGE:** **LISTENING:** **POETRY:**

READING: **REFERENCE:** **TUTOR RESOURCE:** **VOCABULARY:** Y **WRITING:**

LOCATION: Main

DESCRIPTION: To be used with text - Oxford Picture Dictionary of American English. Vocab is presented in related units that begin with immediate environment and contain familiar concrete words. Later units move to more abstract vocab.

TITLE: Oxford Picture Dictionary of American English Workbook

AUTHOR: Jill Wagner Schimpff

PUBLISHER: Oxford University Press (1981)

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: Y WRITING:

LOCATION: Main

DESCRIPTION: This workbook has been specifically designed to accompany the Oxford Picture Dictionary of American English through exercises and activities.

TITLE: Oxford Picture Dictionary of American English: English/Spanish Ed.

AUTHOR: E. C. Parnwell

PUBLISHER: Oxford University Press (1978)

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: Y WRITING:

LOCATION: Main

DESCRIPTION: English/Spanish Edition

TITLE: Oxford Picture Dictionary of American English

AUTHOR: E. C. Parnwell

PUBLISHER: Oxford University Press (1984)

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: Y WRITING:

LOCATION: Main

DESCRIPTION: Enlarged print edition. Parts of pictures numbered to correspond to answers at the bottom.

TITLE: Paragraph Patterns

AUTHOR: Barbara Auerbach and Beth Snyder

PUBLISHER:

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Writing skills on intermediate level. Exercises in description, narration, generalizations and specifics, cause and effect, problem solving, comparison and contrast and personal opinions.

TITLE: Partners 1 - Easy-Pair Work Practices

AUTHOR: Michael Lewis

PUBLISHER: Language Teaching Publications

No. OF COPIES: 1 (Part of series of 3)

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For intermediate ESL. Presents everyday life situations for pairs of students to engage in conversation.

TITLE: Partners 2 - Intermediate- Pair Work Practices

AUTHOR: Micahel Lewis

PUBLISHER: Language Teaching Publications

No. OF COPIES: 1 (Part of series of 3)

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: for intermediate to advanced ESL. Presents everyday life situations for pairs of students to engage in conversation.

TITLE: Partners 3 - More Demanding - Pair Work Practice

AUTHOR: Michael Lewis

PUBLISHER: Language Teaching Publications

No. OF COPIES: 1 (Part of series of 3)

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: for advanced ESL students. Presents everyday life situations for pairs of students to engage in conversation.

TITLE: Passages

AUTHOR: Len Fox

PUBLISHER: Harcourt Brace Jovanovich (1983)

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Intermediate and advanced writing skills. Each chapter presents a model essay, exercises based on it and a topic for students to write about.

TITLE: Passport to English: Grammar Exercises in Context

AUTHOR: Yedlin, Raupp

PUBLISHER: Addison Wesley

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Workbook can be used as a supplemental or basic text. Exercises are presented in dialogue or story form.

Contains "Stop and Check" sections for review and student self-evaluation.

TITLE: Past,Present and Future: Reading-writing text

AUTHOR: Joan Gregg,Joan Russell

PUBLISHER: Wadsworth

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: For low intermediates. Aims to develop competence in expressing ideas, description and narration through

extensive writing and composition exercises. Readings in text are thematically related within each unit. Additional reading and discussion questions, reading comprehension, vocabulary and composition exercises in each chapter.

TITLE: People are Funny: Pictures for Practice

AUTHOR: Donald Byrd, Stanley Zelinski

PUBLISHER: Longman (1987)

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: For beginning level students. Each unit presents four sequential pictures that illustrate a humorous incident that are

followed by practice exercises in vocabulary, comprehension, grammar, communication, writing.

TITLE: Phenomena

AUTHOR: Billings and Billings

PUBLISHER: Jamestown

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Highly motivational stories and exercises for developing critical reading skills.

TITLE: Picture Stories for Beginning Composition

AUTHOR: Sandra Heyer

PUBLISHER: Regents Publishing Co. (1983)

No. OF COPIES: 3

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Supplemental text for beginning and low intermediate ESL students. Each unit contains six exercises with a humorous

story followed by listening, reading, speaking and writing exercises. Units are graded as to tense, vocabulary, sentence structure and length but can be used out of sequence. Introduction contains suggestions for teacher as to how to use material.

TITLE: Practical Techniques for Language Teaching

AUTHOR: Michael Lewis,Jimmie Hill

PUBLISHER: Language Teaching Publications

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For ESL teachers. A collection of practical ideas and techniques to make language teaching more effective,enjoyable.

TITLE: Process and Pattern: Controlled Comp. Practice for ESL Students

AUTHOR: Charles Miguel Cobb

PUBLISHER: Wadsworth Publishing Company (1985)

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Basic writing text for high intermediate or advanced ESL/ dialect students. Book is based on concepts of: 1) Students learn to write by writing. 2) Writing is a process. Text has three parts: 1) paragraph as a unit, 2) how to combine paragraphs into composition, 3) skills of summary writing and evaluation. Book progresses from narration, through description and exposition to argumentation.

TITLE: Purple Cows & Potato Chips

AUTHOR: Mary Ann Christison,Sharon Bassano

PUBLISHER: Alemany

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Resource book for language teachers featuring 56 stimulating non-traditional activities designed to promote language acquisition through exploration of the primary senses.

TITLE: Put It In Writing: Writing Activities for students of ESL

AUTHOR: David Blot, David Davidson

PUBLISHER: Newbury House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: For low intermediate to low advanced ESL. Approach of book is that grammar,spelling and vocabulary activities

should follow the student's writing. Teacher should provide suitable activities according to student's specific language area need. Section 1 consists of common misused structures. Types of activities: semi-controlled writing,story completion model composition,dialogue writing & writing response to story.

TITLE: Put It In Writing - Using Words

AUTHOR: Brian Schenk, Laura Daly (Ed.)

PUBLISHER: Cambridge Book Company

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Text is divided into units with a review at end of each. Covers: 1."Showing Time when you write",i.e. using verb tenses

2."Writing Clear Sentences" -verb-subjct agreement
3."Descriptive Sentences" -using adverbs,adjectives
4."Relationships" - using special cases -past,future tenses
Contains answer key.

TITLE: Put It in Writing 3: Using Paragraphs (Text)

AUTHOR: Laura Daly

PUBLISHER: Cambridge Book Co. (1987)

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Three units on how to make writing effective and fun. Teaches three stages of writing: planning. writing, revision.

TITLE: Put It in Writing: Activity Books

AUTHOR: Laurie E. Rozakis

PUBLISHER: Cambridge Book Co. (1987)

No. OF COPIES: 1 each (3 activity books)

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: ACTIVITY BOOK: Using Paragraphs for Real Life Writing - practice in application of writing process - e.g. written

reports, letters. ACTIVITY BOOK: Improving Sentences for Real Life Writing - Practice of four forms of writing - narrative, pers'sive, descr'tive, informative - applied to rep't writ'g. ACTIVITY BOOK: Using Words for Real-Life Writing - Practice in letter writing using four forms of writing.

TITLE: Put It in Writing

AUTHOR: Brian Schenck, Laurie Rozalus - Ed.

PUBLISHER: Cambridge Book Co. (1987)

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Aims to show ways to edit and rewrite sentences. Exercises after each lesson allow writing practice using clauses, phrases, sentence combining to make writing clearer or richer.

TITLE: Random House Guide to Writing, 2nd Edition, Instructor's Manual

AUTHOR: Sandra Schor,Judith Fishman

PUBLISHER: Random House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Includes detailed daily lesson plans with lists of goals, course outline,assignments,group work suggestions. Answer key.

TITLE: Read On! 11 Workbooks 1-4

AUTHOR: Susan M.Glazer

PUBLISHER: Literacy Volunteers of America

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Sequential reading series-beginning through intermediate. Activities to supplement Read On! 11 Series.

TITLE: Read on! 11 Books 1-4

AUTHOR: Susan M.Glazer

PUBLISHER: Literacy Volunteers of America

No. OF COPIES: 4 - 1 of each, 1 Instructor's guide

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Beginning to intermediate level. Sequential reading series that uses modeling and assisted reading to teach sight words,patterns and phonics.

TITLE: Reading Attack Skills for Adults

AUTHOR: Carlene Sobrino Bonnivier

PUBLISHER: Prentice Hall

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For adult of ESL students. Each reading selection is followed by exercises on comprehension,pronuncaition

vocabulary and inference.

TITLE: Reading Disorders

AUTHOR: Robert Piazza

PUBLISHER: Special Hearing Corp.

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Series of articles by different experts on the learning disabled reader,assessment & evaluation of reading

difficulties,reading instructions for the learning disabled child.

TITLE: Reading For Life: First Book For Adults & Their Tutors

AUTHOR: Virginia Allen

PUBLISHER: Johnson Pub.

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Adult literacy for tutor & student - lessons involve student in act. like ans. questions based on adult experience, finding certain words on the page, printing them, saving them.

TITLE: Reading the Newspapers

AUTHOR: Margery Miller,Karen Allan

PUBLISHER: Jamestown

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Purpose of book is to promote middle level student's reading & language arts skills,critical thinking & reading skills. Book is divided into 4 sections each representing one major purpose: 1. Serve 2. Inform 3. Entertain 4. Interpret.

TITLE: Readings in MicroComputers & Learning Disabilities

AUTHOR: Alaine Lane

PUBLISHER: Special Learning Corporation 1984

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: A compilation of research articles with the purpose of introducing the field of L.D., microcomputers; use of

computers with L.D. students; and actual successfully used programs. Contains glossary of terms used in text.

TITLE: Ready to Write: A First Composition Text

AUTHOR: Karen Blanchard,Christine Root

PUBLISHER: Longman

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: For high beginning-low intermediate. Presents basic writing skills in clear steps. Tasks represent real world reasons

for writing, e.g. school reports,exams,letters,newspaper articles.

TITLE: Ready? Listen!

AUTHOR: John Croes

PUBLISHER: Dormac Inc.

No. OF COPIES: 1 Teacher's Handbook, 1 Student Workbook

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For Adult ESL. Stresses the importance of listening practice. Develops listening skills and oral communication in survival English.

TITLE: Reflections: Building Reading Skills, An Intermediate Reader

AUTHOR: Suzanne Griffin, John Dennis

PUBLISHER: Newbury House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Is graded intermediate level text designed to develop critical & analytical skills that can be used as self-instructional text or in tutorial situation. Answers are provided for specific response exercises; other execises provide for variety of response. Units are thematic: eg. Fables, Sorrows, Memories.

TITLE: Regents English Workbook (Dixson Series)

AUTHOR: Robert Dixson

PUBLISHER: Prentice Hall

No. OF COPIES: 1 #1, 1 #2, 1 #3, (3)

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Workbooks have exercises that carry own instructions for drill purposes. Are designed to be used as supplementary texts.

TITLE: Rhyme & Reason: Poetic Expression as a Language Learning Experience

AUTHOR: Gary Gabriel

PUBLISHER: Regents

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For advanced ESL. Aim is to give the non-native a feel for the lyricism and beauty of the English language through the study of poetry. Material is carefully sequenced, beginning with a series of light rhyming exercises and ending with attempt of student to write own poetry. Has exercises with sound stress,blend,rhymes. Has accompanying tape.

TITLE: Rummi-Word

AUTHOR: Walter E. Wood

PUBLISHER: New Readers Press (Laubach Literacy) (1983)

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: Y WRITING:

LOCATION: Main

DESCRIPTION: A word learning card game for ESL students and adult literacy students that encourages vocabulary development.

TITLE: Second Book in English (Dixson Series)

AUTHOR: Robert Dixson

PUBLISHER: Regents

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Is direct continuation of Beginning Lessons in English. Offers additional vocabulary, extended reading selections and essential grammar principles.

TITLE: Sentence Construction: Writing and Combining Standard English Sentences - Book 1

AUTHOR: Pack,Henrichsen

PUBLISHER: Newbury House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Review text covers persistent errors of intermediate and advanced ESL students. Stresses grammatically correct expository prose. Focuses on writing basic sentences.

TITLE: Sentence Combination: Writing and Combining Standard English Sentences -Book 2

AUTHOR: Pack,Henrichsen

PUBLISHER: Newbury House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For students who can write error-free basic sentences. Aim is to teach how to combine sentences into complex sentences, and to understand relationships bewteen sentences.

TITLE: Side by Side (Books 1 and 2)

AUTHOR: Steven Molinsky,Bill Bliss

PUBLISHER: Prentice Hall

No. OF COPIES: 1 each

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For beginning (book 1) to intermediate (book 2) ESL. Provides basic foundation of English grammar through

a careful progression of conversation exercises & activities. Engages students in conversation within structured grammatical framework. Can be used with Line by Line for additional reinforcement.

TITLE: Six-Way Paragraphs: Middle Level
Advanced Level

AUTHOR: Walter Pauk

PUBLISHER: Jamestown

No. OF COPIES: 1 Old 1974 Ed., 10 Middle level, 11 Advanced

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Consists of brief reading passages followed by questions on main idea,subject matter,supporting details,vocabulary

in context. Contains answer key.

TITLE: Skill Sharpeners - Books 1,2,3,4

AUTHOR: Judy Defilippo,Chas. Skidmore

PUBLISHER: Addison-Wesley

No. OF COPIES: 1 each

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Basic Skills for beginning ESL. Reinforce school & life survival skills, vocabulary development.

TITLE: Snapshots: Collection of Readings for Adults

AUTHOR: Brian Schenk, Executive Editor

PUBLISHER: Cambridge Book Co.

No. OF COPIES: 5 Level 5, 5 Level 6, 5 Level 7, 5 Level 8 (20)

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Anthology for adult interests,eg. child care, health taken from recent books,magazines,newspapers. Each passage is

followed by multiple choice question dealing with main idea, supporting details,inference,conclusion,style,tone,vocabulary and general discussion question that can be used as writing assignment. Has answer key with full explanation of answer choices.

TITLE: Sounds Easy!

AUTHOR: Sharon Bassano

PUBLISHER: Alemany Press-Janus Book Pub.,Inc..

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Phonics workbook for beginning ESL. Aim is to introduce 11 English vowel sounds. Exercises aim to teach oral and written discrimination. Detailed introduction of how to use text.

TITLE: Speak Freely

AUTHOR: Elliot Glass, Paul Arcario

PUBLISHER: Harcourt Brace Jovanovich Pub.

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For intermediate ESL students. Integrates idiomatic and colloquial language with structural patterns. Contains 12 text chapters and 3 review. Each has theme focusing on a relevant area such as: transportation, social situations. Chapters may be used out of sequence.

TITLE: Speaking Up at Work

AUTHOR: Catherine Robinson,Jenise Rowekamp

PUBLISHER: Oxford University Press

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Purpose is to help students with limited English proficiency become successful employees. Text consists of 11 units each

divided into 3 sections: 1.learn language & culture to help student interact socially with co-workers and supervisors; 2.learn how to respond appropriately when receiving training & language for on-job behavior; 3.emphasis on reading and writing skills.

TITLE: Spelling Power

AUTHOR: Berton Goodman

PUBLISHER: Jamestown

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Each unit begins with high-interest reading passage which provides a context for the spelling words that

follow. Has comprehension questions on spelling and word usage.

TITLE: Springboards

AUTHOR: Richard Yorkley

PUBLISHER: Addison-Wesley

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Low Intermediate to advanced ESL. Aim is to increase oral comunication skills through group activities. Exercises

contain crossword puzzles, ones using memory skills and interviews.

TITLE: Structure Practice in Context (Beginning,intermediate, high intermediate)

AUTHOR: Penny Laporte,Jay Maurer

PUBLISHER: Longman

No. OF COPIES: 1 each

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Series of 4 workbooks of grammar exercises. Emphasizes connection between grammar and authentic language use.

TITLE: Survival English: English through Conversation, Book 1

AUTHOR: Lee Mosteller. Bobbi Paul

PUBLISHER: Prentice Hall

No. OF COPIES: 1

LEVEL:

GENERAL: **GRAMMAR:** **LANGUAGE:** **LISTENING:** Y **POETRY:**

READING: **REFERENCE:** **TUTOR RESOURCE:** **VOCABULARY:** **WRITING:**

LOCATION: Main

DESCRIPTION: Beginning ESL. Objective is to teach basic functional English patterns. Each unit has exercises for oral reinforcement.

TITLE: Survival Pronunciation, Vowel Contrasts

AUTHOR: Ellen Hecht,Gerry Ryan

PUBLISHER: Alemany Press-Janus Book Pub.,Inc.

No. OF COPIES: 2 Student Workbooks, 1 Teacher's Guide

LEVEL:

GENERAL: **GRAMMAR:** **LANGUAGE:** **LISTENING:** Y **POETRY:**

READING: **REFERENCE:** **TUTOR RESOURCE:** **VOCABULARY:** **WRITING:**

LOCATION: Main

DESCRIPTION: Begins with vowel overview with diagnostic test. Is divided into units, each covering vowel sounds. Each

unit contains a dialogue, repetition and comprehension, spelling exercises, game exercises based on practical subject matter such as "Parts of the Body", "Clothing", "Food", "Tools", "The Car", "School".

TITLE: Talking Behind Masks

AUTHOR: Bill Grout

PUBLISHER: Alemany Press

No. OF COPIES: 1 Student, 1 Teacher

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For all students. Develops competency in communicating by providing real life situations and dilemmas with

follow-up questions and activities for students to discuss orally and act out.

TITLE: Techniques In Teaching Writing: Teaching Techniques In ESL

AUTHOR: Ann Raimer

PUBLISHER: Oxford

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Presents & exemplifies practical techniques in teaching of writing.

TITLE: Techniques In Teaching Vocabulary

AUTHOR: Virginia Allen

PUBLISHER: Oxford Univ. Press

No. OF COPIES: 1

LEVEL:

GENERAL: **GRAMMAR:** **LANGUAGE:** **LISTENING:** **POETRY:**

READING: **REFERENCE:** **TUTOR RESOURCE:** Y **VOCABULARY:** **WRITING:**

LOCATION: Main

DESCRIPTION: This book consists of presentation & exemplification of practical techniques in teaching vocabulary. Each

chapter contains detailed explanations of technique with a number of act.

TITLE: Techniques & Resources In Teaching Grammar

AUTHOR: Marianne Celie Murcin, Sharon Hiller

PUBLISHER: Oxford Press

No. OF COPIES: 1

LEVEL:

GENERAL: **GRAMMAR:** **LANGUAGE:** **LISTENING:** **POETRY:**

READING: **REFERENCE:** **TUTOR RESOURCE:** Y **VOCABULARY:** **WRITING:**

LOCATION: Main

DESCRIPTION: Designed for classroom teacher, presents latest ideas as well as suggestions. Chapters are divided

into basic issues, techniques, resources, techniques & resources integrated.

TITLE: Testing Communicative Performance

AUTHOR: Brendan J. Carroll

PUBLISHER: Pergamon Press/Alemany Press

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Outlines principles and techniques for filling the communicative needs of language students and for assessing students' performance (designing and using communicative tests.

TITLE: Tests and Drills in English (book 1)

AUTHOR: Robert Dixson

PUBLISHER: Regents

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Lessons cover: verbs, plurals, parts of speech, tenses, negative & question forms, articles. Can be used for oral and written practice.

TITLE: The Action Reporter

AUTHOR: Armando Riverol

PUBLISHER: Alemany Press-Janus Book Pub.,Inc.

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: Y LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For intermediate & advanced ESL. Covers most forms of communication skills: reading,writing,oral/aural,non-verbal,

in week long lessons using journalistic format. Features step-by-step guide for developing communication skills as well as activities to enhance skills.

TITLE: The American Heritage Dictionary Office Edition

AUTHOR:

PUBLISHER: Dell Publishing Co.

No. OF COPIES: 18

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: Y TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Based on the New Second College Editions. Has guide to usage,biographical and geographical entries.

TITLE: The American Dream: Advanced Readings in English

AUTHOR: Hocmard Sommer,Sheram Wolff

PUBLISHER: Longman

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Consists of reading passages that reflect cultural and geographic diversity of the U.S.. Exercises follow each passage that aid in comprehension and are designed to focus on global meanings,important details,key vocabulary items. Exercises include: main idea,understanding details,inference figurative language,comprehension,discussion.

TITLE: The Chicken Smells Good: A Beginning ESL Reader

AUTHOR: William Pickett

PUBLISHER: Prentice Hall

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Beginning reader for and about adults. 22 dialogues and 16 mini-stories followed by questions,vocabulary exercises, discussion questions,dictation exercises based on real situations.

TITLE: The Common Sense: What to Write, How to Write It and Why

AUTHOR: Rosemary Drew, Marie Ponsot

PUBLISHER: Boynton and Cook

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Professional text for the teaching of the elements of writing by organized experience. Concentrates the practice of writing on the expository essay.

TITLE: The Electric Elephant

AUTHOR: Carolyn Graham

PUBLISHER: Oxford

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For intermediate or low intermediate level. Anecdotes, stories,jokes,riddles offer a broad sampling of American humor and provide a model for developing oral story-telling skills. Each chapter contains a story illustrated by a drawing and accompanied by set of exercises.

TITLE: The English Verb

AUTHOR: Michael Lewis

PUBLISHER: Language Teaching Publications

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: Y TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION:

TITLE: The Little Writing Book: Cases for Rhetorical Expressions

AUTHOR: Richard Veit

PUBLISHER: Prentice Hall

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Aims to provide students with useful writing exercises. Divided into two types of exercises: 1 brief free writings and 2. longer more formal assignments.

TITLE: The Natural Approach

AUTHOR: Stephen D. Krashen, Tracy D. Terrell

PUBLISHER: Alemany Press/Janus Book Publishers

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For ESL teachers: Presents the "Natural Approach" to language teaching - theory and classroom activities.

Stresses oral communication.

TITLE: The New Idioms in Action

AUTHOR: George Reeves

PUBLISHER: Newbury House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: Y LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For TOEFL preparation. Each lesson has 2 preparatory and 6 applicatory exercises-each of which challenges students with a particular language activity, e.g., role playing.

TITLE: The Non-Stop Discussion Workbook

AUTHOR: George Rooks

PUBLISHER: Newbury House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For Intermediate and advanced ESL. Purpose of workbook is to generate discussion. Students are given a stimulating problem and a straight forward method of solving it.

TITLE: The Random House Guide to Writing 3rd Edition

AUTHOR: Sandra Schor, Judith Summerfield

PUBLISHER: Random House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Deals with such topics as:"getting started",the narrative essay,paragraph writing,expository writing,argument and the research essay. Contains chapter that deals with "how to revise" and a guide to usage.

TITLE: The Spice of Life

AUTHOR: James M.Hendrickson,Angela Labarca

PUBLISHER: Harcourt Brace Jovanovich

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Intermediate level reader for ESL. Contains 24 reading selections with learning activities to improve reading, writing and speaking skills.

TITLE: The Well-Structured Paragraph - Second Edition

AUTHOR: Barbara Williams

PUBLISHER: Merrill Publishing Co.

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Book operates on assumption that students will develop more self-confidence if they begin with paragraph writing before attempting a longer compostion. Contains chapter dealing with methods of paragraph development,planning a composition, and fundamentals of English prose.

TITLE: Timed Readings

AUTHOR: Edward Spargo,Glenn Williston

PUBLISHER: Jamestown

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Designed to provide practice in building reading speed and comprehension using graded selections of standard word length.

Reading selections are folowed by multiple choice comprehension questions.

TITLE: Trades and Industries- Career Explorations

AUTHOR: John Latkiewicz,Colette Anderson,Susan Dyer

PUBLISHER: Heinemann Educational Books

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For low and intermediate ESL and/or low level reading students. Acquaints student with variety of occupations which

require only short-term training. Contains text vocabulary definitions and comprehension questions.

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TITLE: Trial by Jury

AUTHOR: Kevin King

PUBLISHER: Newbury House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For intermediate ESL. Discussion text to improve reading and listening skills. Contains problem-solving activities

and vocabulary work pertaining to 12 court cases. Various types of exercises including sequencing,law questions for discussion.

TITLE: Trouble Spots of English Grammar - Volume 1,2

AUTHOR: Mary Jane Cook

PUBLISHER: Harcourt,Brace,Jovanovich

No. OF COPIES: 1 each

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Remedial grammar text and workbook for intermediate to advanced.

TITLE: Trial by Jury

AUTHOR: Kevin King

PUBLISHER: Newbury House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: For intermediate ESL. Discussion text to improve reading and listening skills. Contains problem-solving activities

and vocabulary work pertaining to 12 court cases. Various types of exercises including sequencing,law questions for discussion.

TITLE: Trouble Spots of English Grammar - Volume 1,2

AUTHOR: Mary Jane Cook

PUBLISHER: Harcourt,Brace,Jovanovich

No. OF COPIES: 1 each

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Remedial grammar text and workbook for intermediate to advanced.

TITLE: Tune in Tonight: Listening to the News Experts from ABC's World News Tonight
AUTHOR: Alexis Finger

PUBLISHER: Newbury House

No. OF COPIES: 1 (3 Tapes)

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Aims to help ESL students listen to and understand the media. Students predict the meanings of words from context,scan information and take notes,recall information, summarize,utilize vocabulary and information in related role-playing and discussion activities.

TITLE: Tutor Resource Sheets for Basic Reading & Conversational English Learners
AUTHOR: Barbara Jean McDonald

PUBLISHER: Literacy Volunteers of America

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: Y REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Beginning level. How to read signs,labels,directions.

TITLE: Understanding Writing

AUTHOR: James Kinney,David Jones,John Scally

PUBLISHER: Random House

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Comprehensive text that introduces basic principles of writing with practice exercises to develop those ways of thinking that lie behind successful writing. Is divided into 3 sections: 1.Basic concepts discuss differences between speaking and writing; 2.ways people think and organize their thoughts; 3.practical applications-eg.resume writing. Chapters progress but are self contained units.Has appendix.

TITLE: Understanding and Using English Grammar

AUTHOR: Betty Azar

PUBLISHER: Prentice Hall

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Developmental skills text for intermediate through advanced ESL.

TITLE: Understanding American Sentences

AUTHOR:

PUBLISHER:

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Intermediate to advanced ESL text. Focuses on structural forms in building American sentences.

TITLE: Using Computers In The Teaching Of Reading

AUTHOR: Dorothy Strickland, Shelley B. Werner, Joan Feeley

PUBLISHER: Teachers Coll. Press

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Describes how the computer can be used in reading/lang. arts as a tool at various reading levels & practical ideas for organizing a computer program.

TITLE: Webster's Ninth New Collegiate Dictionary

AUTHOR:

PUBLISHER: Merriam-Webster

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: Y TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Standard current dictionary.

TITLE: Webster's New Geographical Dictionary

AUTHOR:

PUBLISHER: Merriam-Webster

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: Y TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Quick refernce source of essential geographical information, maps and census figures.

TITLE: Webster's Compact Dictionary of Synonyms

AUTHOR:

PUBLISHER: Merriam-Webster

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: Y TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION:

TITLE: Webster's American Biographies

AUTHOR:

PUBLISHER: Merriam-Webster

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: Y TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Comprehensive biographical information an significant Americans.

TITLE: Word Finder: The Phonic Key to the Dictionary

AUTHOR: Marvin L.Morrison

PUBLISHER: Pilot Light

No. OF COPIES: 3

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: Y TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Designed for students with poor visual memory,and/or for dyslexic students who have spelling difficulty but can

recognize words. Uses sound to locate words.Each word has an "address" made up of consonant sounds that you hear when the word is spoken. Good also for some ESL students.

TITLE: Word Plays: Grammar & Conversation for Beginners

AUTHOR: Hannah Letterman,Helen Slivka

PUBLISHER: Longman

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: Y LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Introduces basic language patterns through contextualized grammar presentations & progressions- i.e.

book has developmental sequencing.

TITLE: Word Ways Gameboards for Oral Language Development (Game)

AUTHOR: Bryan Benson, Lydia Stack

PUBLISHER: Alemany Press

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Set of 6 gameboards designed to reinforce oral language skills. The 5 "specific skills" boards reinforce:

possessives, countable & uncountable nouns, prepositions, regular verbs, and irregular verbs. Also includes 1 open-ended" board which can be used for any skill. Book includes complete instructions.

TITLE: Word Ways Game Cards for Oral Language Development (Game)

AUTHOR: Bryan Benson, Lydia Stack

PUBLISHER: Alemany Press

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: 4 sets of picture cards designed to cue specific verbal responses. Can be used for card games, board games, or

flash cards. Sets are: regular & irregular verbs, singular & regular plural nouns, singular & irregular plural nouns, opposite adjectives. Book includes complete instructions.

TITLE: Word Ways Cubes for Oral Language (Game)

AUTHOR: Bryan Benson, Lydia Stack

PUBLISHER: Alemany Press

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: Y POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: 3 dimensional cubes (like dice) with pictures or words on each side. The students throw the cubes, then make

sentences about the pictures that come up. There are 10 cubes in each set: school objects, money, verbs, pronouns, places, feelings, weather, time, questions.. Book includes instructions.

TITLE: Words, Words, Words - Book 1 - Guide to Formation and Usage

AUTHOR: W. D. Sheeler, R. W. Markley

PUBLISHER: Regent (1981)

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: Y WRITING:

LOCATION: Main

DESCRIPTION: - Aims to teach about English words - parts of speech, derivations, compounds, idioms. (more)

- Contains 100 short one-page lessons dealing with 12-20 English words.
- Practice with a dictionary is recommended.
- Can be used as an auxiliary text to supplement a basic course program.

TITLE: Write All About It

AUTHOR: Andrea Leis,Robert Chodos

PUBLISHER: New Readers Press

No. OF COPIES: 1 Teacher Ed., 1 Student Ed.

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Combines adult-oriented content with instruction and practice. Teaches techniques of clear and objective writing through medium of newspaper stories. Students workbook has emphasis on learning how to write clearly giving maximum of information in minimum of space. Exercises on sentences,punctuation, parts of speech, effective writing.

TITLE: Write From the Start

AUTHOR: David Davidson,David Blot

PUBLISHER: Newbury HOuse

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: For beginning level students. Text based on the counselling -learning approach to language teaching. Its carefully structured exercises motivate and guide students through writing activities,many of which are orally based and immediately engage students in speaking and writing.

TITLE: Write Me a Ream - Exercises in Controlled Composition

AUTHOR: Kunz and Viscount

PUBLISHER: Teachers College Press

No. OF COPIES: 4

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Goal is to encourage students to write. Passages are followed by specific directions to rewrite passage by changing key nouns or verb tenses.

TITLE: Write! Guided Composition for English Language Students 2nd Ed.

AUTHOR: Walker and Raupp

PUBLISHER: Addison -Wesley

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Beginning to intermediate ESL. Helps students to strengthen writing skills with a variety of writing exercises which become progressively more difficult.

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TITLE: Writer's Introduction to Word Processing

AUTHOR: Christine Hult, Jeanette Harris

PUBLISHER: Wadsworth

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Introduces student to word processing in the context of the writing process. Provides easy-to-read, non-technical

explanations of the functions and potential uses of word processing as a writing tool.

TITLE: Writing Activities for Newspaper Readers

AUTHOR: Ann O.Gehhard

PUBLISHER: New Readers Press

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: Intermediate reading comprehension and composition activities that are based on "blurbs" from newspapers and magazines.

TITLE: Writing American English

AUTHOR: Bernard Seward

PUBLISHER: Alemany Press-Janus Book Pub.

No. OF COPIES: 2

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: VOCABULARY: WRITING: Y

LOCATION: Main

DESCRIPTION: A course in English cursive handwriting for students of English whose native language does not utilize Latin script.

TITLE: Writing On-Line: Using Computers in the Teaching of Writing

AUTHOR: James Colins,Elizabeth Sommers

PUBLISHER: Boynton

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Professional text emphasizes what is good for writers and for teaching writing using computers. Book

is divided into sections with individual chapters that follow a logical progression.

TITLE: Writing Well 6th Ed.

AUTHOR: Donald Hall

PUBLISHER: Scott, Foresman & Co.

No. OF COPIES: 1

LEVEL:

GENERAL: GRAMMAR: LANGUAGE: LISTENING: POETRY:

READING: REFERENCE: TUTOR RESOURCE: Y VOCABULARY: WRITING:

LOCATION: Main

DESCRIPTION: Aims to teach correctness & originality at the same time.
Philosophy of book is that we lack practice in writing.

Book follows progression from words, sent., paragraphs.
Glossary of usage & grammatical terms.
Advanced students & tutor ref.

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